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ABSTRACT

Three components of the Detroit Emergency School Aid Act (ESAA) Basic Projects are evaluated here: (1) Individualization of Instruction: Elementary and Middle School Sub-Component; (2) Total Curriculum Reading Thrust: Elementary and Middle School Sub-Component; and (3) Parent Training: Home Curriculum Specialists and Assistants Sub-Component. All Detroit elementary, middle school, and special education teachers implement individualized instructional strategies through city-wide diagnostic/prescriptive management system known as the Detroit Objective Referenced Test system (DORT). Parent involvement is solicited through participation in the Home Curriculum Program. Results indicate a steady growth and upward improvement in fourth grade reading scores on 19 objectives. The seventh grade results also indicate a continuous, steady, upward growth and improvement in reading scores. The Home Curriculum Program functioned at a high level on both a city-wide basis and within individual regions at the middle school level. (Author/BW)

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ANNUAL EVALUATION REPORTS: ESAA BASIC PROJECTS

READING COMPONENTS

Individualization of Instruction: Elementary and Middle School Sub-Component

Total Curriculum Reading Thrust: Elementary and Middle School Sub-Component

Parent Training: Home Curriculum Specialists and Assistants Sub-Component

FINAL EVALUATION REPORT: 1978 - 1979

DETROIT OBJECTIVE REFERENCED TESTING PROGRAM (DORT)

TM 810 758

Prepared by:
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Detroit Public Schools

November, 1979

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ANNUAL EVALUATION REPORTS: ESAA BASIC PROJECTS

READING COMPONENT

Individualization of Instruction: Elementary and Middle School Sub-Component

Total Curriculum Reading Thrust: Elementary and Middle School Sub-Component

Parent Training: Home Curriculum Specialists and Assistants Sub-Component

DETROIT OBJECTIVE REFERENCED TESTING PROGRAM (DORT):

INDIVIDUALIZATION OF INSTRUCTION AND TOTAL CURRICULUM READING THRUST: ELEMENTARY AND MIDDLE SCHOOL BASIC SUB-COMPONENTS PARENT TRAINING: HOME CURRICULUM SPECIALISTS AND ASSISTANTS SUB-COMPONENT 1978-1979 EVALUATION REPORT

Prepared by:
Dr. James R. Irwin, Evaluator

Department of Research and Evaluation
Office of Research, Planning and Evaluation
Detroit Public Schools

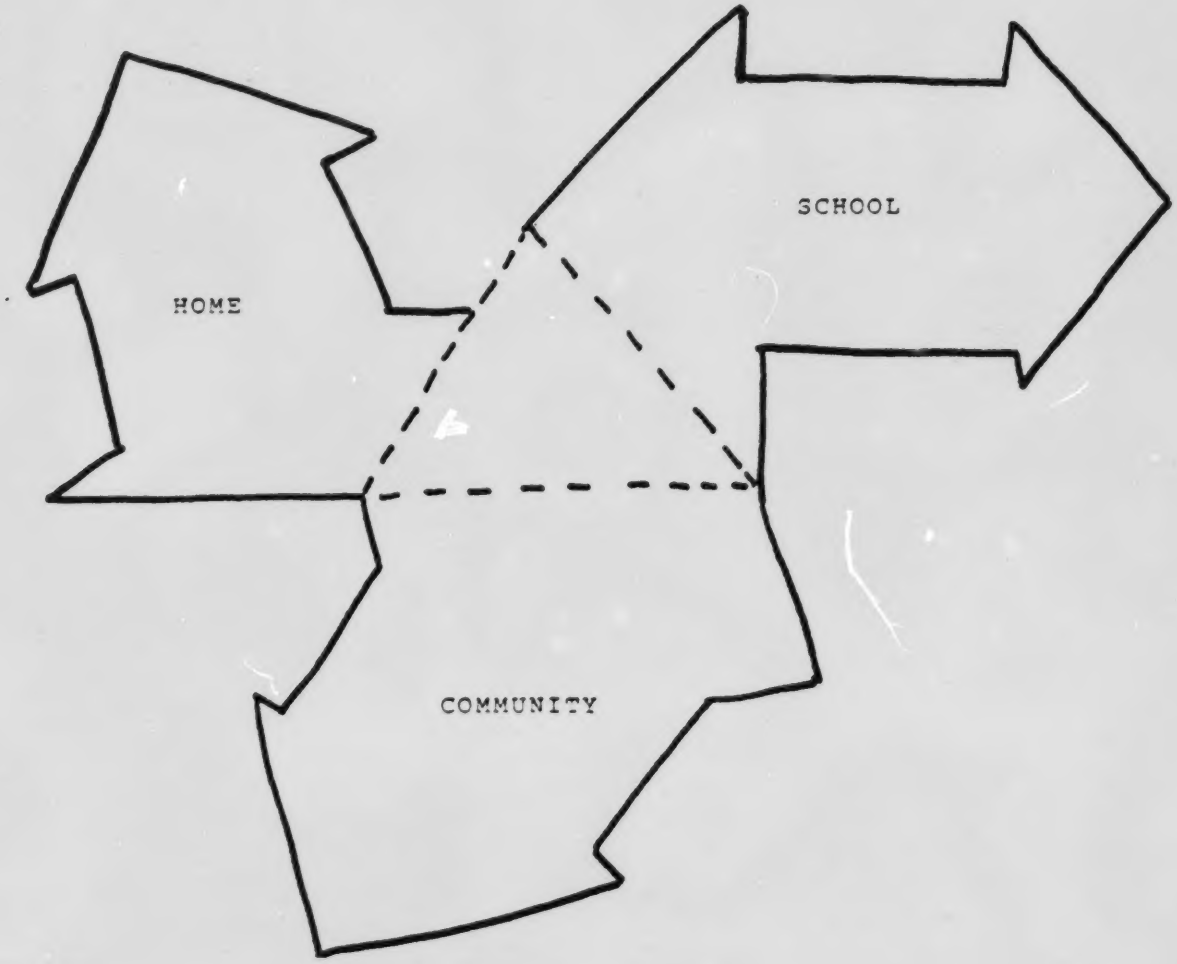
November, 1979

ESAA BASIC PROJECT

ELEMENTARY SCHOOL READING COMPONENT
MIDDLE SCHOOL READING COMPONENT
DETROIT OBJECTIVE REFERENCED TESTING
PROGRAM

DORT LEARNING LOOP

ESAA BASIC
READING PROGRAM



PARENTS ASSISTING
IN READING

Detroit Public Schools

TABLE OF CONTENTS

Combining in One Inclusive Effort the Evaluation Reports of the Detroit Public Schools' Emergency School Aid Act (ESAA) Basic Reading Components for 1978 - 1979

		PAGE
A.	ABSTRACT OF THE READING COMPONENTS.	i
B.	BRIEF SUMMARY OF THE READING COMPONENTS	v
C.	BACKGROUND OF THE READING COMPONENTS.	1
D.	GENERAL STRATEGIES FOR INDIVIDUALIZATION OF READING INSTRUCTION.	9
E.	GENERAL OBJECTIVE OF THE PROGRAM.	13
F.	EVALUATION PLAN	15
	1. Analysis of Elementary School Data	19
	2. Analysis of Middle School Data	24
G.	DORT TEACHER IMPLEMENTATION	90
H.	HOME CURRICULUM PROGRAM: SPECIALISTS AND ASSISTANTS	96
I.	SUMMARY BY REGIONS OF HOME CURRICULUM ACTIVITIES. . .	116
J.	THOUGHTS ON THE PLACE OF READING IN THE SCHEME OF THINGS EDUCATIONALLY PHILOSOPHICAL	123
K.	THE PHILADELPHIA READING STORY.	127
L.	RECOMMENDATIONS	129
M.	CONCLUSION.	131
N.	APPENDIX.	134

LIST OF TABLES

PAGE

TABLE I. 32

TABLE II 34

TABLE III. 36

TABLE IV 38

TABLE V. 39

TABLE VI 41

TABLE VII. 43

TABLE VIII 45

TABLE IX 47

TABLE X. 49

TABLE XI 51

TABLE XII. 53

TABLE XIII 55

TABLE XIV. 57

TABLE XV 60

TABLE XVI. 62

TABLE XVII 65

LIST OF TABLES (Continued)

PAGE

TABLE XVIII. 66

TABLE XIX. 69

TABLE XX 72

TABLE XXI. 75

TABLE XXII 78

TABLE XXIII. 81

TABLE XXIV 84

TABLE XXV. 87

TABLE XXVI 94

TABLE XXVII. 104

ABSTRACT

Title:	ESAA Basic Projects:	Reading Component: Individualization of Instruction- Elementary and Middle School Sub-Component Total Curriculum Reading Thrust- Elementary and Middle School Sub-Components Parent Training: Home Curriculum Specialists and Assistants
Funding Source:	Emergency School Aid Act (ESAA)	
Funding Level:	$3,318,143	
Purposes of the Project:	To assist the elementary and middle school staffs and administrations in the implementation of the city-wide reading management system, Detroit Objective Referenced Test, also known by the acronym, DORT, at the local school level. To provide inservice training, assist in the development and reinforcement of individualized reading programs based on the diagnostic/prescriptive process. To assist the elementary school staffs and the administrators in the infusion of practical life skills into the regular curriculum. To raise the level of achievement at both the elementary and middle school levels through individualized instruction and a homework set of enrichment activities.	

ABSTRACT CONTINUED:

Purposes of the Project: (continued)	To extend the DORT concept into other curricular areas in addition to the language arts in order to include highly motivating activities such as drama, TV, and shop with the intended goals of both raising achievement levels and affirmatively promoting inter-racial student contacts and friendships.
Eligibility of Participants:	A total of 49,261 students in desegregated elementary schools and 21,770 students in desegregated middle schools.
Evaluation:	This component has been evaluated on a regular basis by the Department of Research and Evaluation.
First Year of Funding:	1976
Program Features:	1. All Detroit elementary, middle school and special education teachers will implement individualized instructional strategies on a daily basis through a city-wide reading management system utilizing a diagnostic/prescriptive approach and known as the Detroit Objective Referenced Test system, better known by the acronym, DORT. DORT employs common objectives for each grade level, and measures proficiency in these skills with carefully developed tests. Common lessons are taught on each objective, and every student's progress is meticulously charted. Each objective is matched with the textbook the teacher may be using so that the programs selected at the local scool level are correlated with the common needs of all of the schools.

ABSTRACT CONTINUED:

Program Features:
(Continued)

2. The schools will also use additional multi-level, non-graded instructional lessons in a kit form called DISK, Detroit Instructional Supplementary Aid Kits. DORT homework lessons will be sent home each Wednesday or DORT day. A television program on DORT will also be presented on Wednesday evenings for students and parents. A total curriculum reading thrust including special radio/television or dramatic scripts will be written and /or adapted from available commercial materials correlated to DORT program skills.

3. Middle schools with limited vocational educational opportunities will develop a program with identified teachers to work on reading skills in a program of limited "shop" type activities.

4. Social studies teachers will use a special DORT designed kit working on reading skills through group activities in interracial relations, minority race contributions, civics and history.

5. Parental involvement will be solicited through participation in activities with the Home Curriculum Program conducting training workshops and developing a communication network with target population students and parents between the school and home.

Program Features:

6. Inservice training and workshops in such areas as the Reading Process, Diagnosis/Prescription, Classroom Management and Individualization for teachers in the content areas of English, social studies, science and allied fields will be held to facilitate the city-wide reading improvement program.

SUMMARY OF THE ESAA BASIC PROJECTS READING COMPONENTS:

Individualization of Instruction: Elementary and Middle School Sub-Component

Total Curriculum Reading Thrust: Elementary and Middle School Sub-Component

Parent Training: Home Curriculum Specialists and Assistants Sub-Component

Utilizing

THE DETROIT OBJECTIVE REFERENCED TESTING PROGRAM

America, in general, and Detroit, in particular, seemingly faced a crisis in terms of reading achievement attained by pupils enrolled in the public schools as the decade of the 1970's began.

With the advent of desegregation, the reading problem surfaced as a direct consequence of student movement. Classrooms which, prior to court ordered desegregation were relatively homogeneous with reference to student reading achievement in the Motor City, began to experience wide achievement level variations once students were moved between schools.

Students who were formerly at the top of their class in reading achievement suddenly found themselves at or near the bottom in the school situation. Similarly, students close to the bottom in a given school found themselves far

above new students entering their classrooms.

Statistically speaking, the severe reading deficiencies among Detroit's school population were indicated when an examination of the per cents whose achievement test scores in 1978 were "below average," "average" or "above average" showed that twenty-two per cent scored "below average" at the Primary Unit 1 level, that the deficiency reached a total of fifty-three per cent "below average" at the seventh grade level, and by the time the eleventh grade was reached there was a slight leveling off at fifty-two per cent "below average." These distributions of Detroit pupils' scores as compared with national norms groups showed the latter to have twenty-three per cent "below average", fifty-four per cent "average", and twenty-three per cent "above average". The percentage of Detroit students below grade level in 1977 ranged from 60 per cent in grade one to eighty-five per cent in grade seven.

It was readily apparent that the percentages of students who were below the national mean steadily increased from grade one through grade seven. In fact, by grade five, over three-fourths of the students in Detroit were scoring lower than the national average.

Obviously, something had to be done to halt the downward

trend in reading scores. To accomplish this objective, Detroit incorporated a program entitled the Detroit Objective Referenced Testing or DORT system in which operating with Emergency School Aid Act (ESAA) Funds the district attempted to supplement DORT with activities requested by teachers, students and community which would increase the effectiveness of the reading program itself. At the same time it was hoped the supplementary activities would be utilized in ways which would also increase the number and frequency of inter-racial contacts among students thus continuing the basic goals of integration as enunciated by Federal Court pronouncements.

Therefore, Detroit utilized the DORT program, which was begun in the 1977-1978 school year, to improve the individualization of instruction using a reading program with common objectives for each grade level. The program measures proficiency in these skills with carefully developed tests. Common lessons are taught on each objective, and every student's progress is meticulously charted. Each objective is matched with the textbook the teacher may be using so that the programs selected at the local school are correlated with the common needs of all the children.

This represents the teacher's responsibility to the

learning process. Utilizing an understanding of that system, an effective means of diagnosis and prescription through objective-referenced materials, possessing effective classroom management skills, and employing additional multi-level materials enables the instructor to meet individual student needs.

This combination of knowledge of the reading process by the teachers, the training in effective methods of diagnosing individual needs, the writing of "prescriptions" to meet those needs and to attain the requisite skills, and further training in better methods of classroom management allowed true individualization of instruction to occur.

In addition to the program's implementation at the local school level, the Detroit Public School system encouraged and insisted that parents become involved in the actual reading instruction of their children. The home became a key variable. With the assistance of Parent Teams comprised of Home Curriculum Specialists and Assistants, a community network design was established and expanded, thus allowing for increased parent participation.

Utilizing the many faceted approaches of the DORT system, it was promulgated that the product objective for

the ESAA Basic Elementary and Middle School Reading Components was related to student achievement. The aim was that at the end of the project year, June 30, 1979, at least 80 per cent of all students in elementary and middle desegregated schools (70, 404 out of 88,005) would have mastered at least 70 per cent of all of the Michigan Educational Assessment Program (MEAP) reading objectives. This to be measured by the administration of a MEAP posttest in April, 1979, based on a statistically valid sample. The actual percentages achieved were to be compared with the expected percentages to see if the objective had been met.

Due to a variety of circumstances no evaluator was appointed until May of 1979 so that in the short time remaining until the close of school, the MEAP posttest administration in the fourth and seventh grades, which at the time were the only two tested in the State, finally obtained a sample of 223 fourth graders and 207 seventh graders. One class in one school in each of the nine elementary school Regions, including city-wide schools as the ninth, and one class in one middle school in each Region were administered the MEAP instrumentation.

Final computations revealed that in the fourth grade

a total of 60 per cent of the sample mastered 70 per cent of the 19 MEAP reading objectives. This compared with 45 per cent of the sample achieving 70 per cent of the objectives on the MEAP pretest in October, 1978, or a total gain of 15 per cent between the administrations of pre and posttests.

A total of 60 per cent of the seventh graders achieved 70 per cent mastery in October, 1978, for a 5 per cent total gain over the 20 reading objectives tested.

Stated in chart form, the comparison between the expected percentage with the actual percentage received by the sample groups may be viewed as follows:

Sample Groups
4th Grade Results

Pretest Expected: October, 1978	80% Achieving 70% of the 19 MEAP Reading Objectives	Pretest Actual: October, 1978	45% Achieving 70% of the 19 MEAP Reading Objectives
Posttest Expected: May, 1979	80% Achieving 70% of the 19 MEAP Reading Objectives	Posttest Actual: May, 1979	60% Achieving 70% of the 19 MEAP Reading Objectives

Result: The 4th Graders Achieved an Overall Improvement of 15 per cent in Reading Achievement Scores Between October, 1978, and May, 1979

Sample Groups
7th Grade Results

Pretest Expected: October, 1978	80% Achieving 70% of the 20 MEAP Reading Objectives	Pretest Actual: October, 1978	55% Achieving 70% of the 20 MEAP Reading Objectives
Posttest Expected: May, 1979	80% Achieving 70% of the 20 MEAP Reading Objectives	Posttest Actual: May, 1979	60% Achieving 70% of the 20 MEAP Reading Objectives

Result: The 7th Graders Achieved an Overall Improvement of 5 Per Cent in Reading Achievement Scores Between October, 1978, and May, 1979

While the product objective of 80 per cent of sampled population reaching 70 per cent of the objectives on the MEAP posttest was not realized, the attainment of 60 per cent of the objectives in both the fourth and seventh grade levels on the posttest was proof positive that progress was being made. This improvement was not spectacular, but a steady growth that was matched by comparisons for the two grades, city-wide, in terms of objectives successfully achieved in a three-year period of test administration from 1976-1978. Again, in terms of individual Regions' attainment of the reading objectives in both the fourth and seventh grades there was significant improvement between 1976 and 1978 with less improvement between the

scores achieved between 1977-1978.

As an examination of the many Tables in this Evaluation Report will indicate, there has been a definite improvement in all reading areas as measured by the MEAP objectives in the past two years. As General Superintendent of Schools Dr. Arthur Jefferson so succinctly put it: "The gap between where our students are and where they can and must be is narrowing. Although that distance is still far too great, there are encouraging signs. . . .The scores for our Detroit students in the fourth and seventh grades for 1979 on the MEAP tests indicate an increase in both grades and in both subjects (reading and mathematics). These gains can be found in schools in every one of our Regions."

Although the gain per year of the students achieving 75 per cent of the MEAP objectives is ordinarily from two to four per cent only, it is still an indicator of the fact that reading progress is being made in Detroit!

RECOMMENDATIONS

In view of the general conclusions drawn from the data considered in this evaluation, the following recommendations regarding the ESAA Basic Reading Component for the Detroit Public Schools are made:

1. A Project Evaluator must be appointed at the beginning of the year if a proper assessment of the program's progress is to be made. Appointing an evaluator late in May, as was done in 1978-1979, sets up many obstacles and difficulties in appraising the work done during the year. Either have the evaluator work with the project and its personnel all year or have the Project Director and staff conduct the evaluation as is planned for the 1979-1980 school year as of this writing.

2. There must be more involvement of the administration at the local school level. At present, most of the responsibility for the success or failure of the DORT program falls upon the Reading Specialists. It is conceivable that in the future the funding from Washington may be curtailed with local Detroit sources replacing any diminished monies. Thus, the Reading Specialists may be reduced or even disappear and the whole program will then fall back upon the local administrators. Therefore, they must be prepared for this possible eventuality and take a more active role <u>now</u> in the DORT program.

3. Since the program has proved to be successful, it would seem that additional local school Reading Specialists and Aides should be hired to assist local school classroom personnel in the administration of criterion reference instruments, in the analysis of results and the writing of prescriptions, in techniques of classroom management and the infusion of practical life skills.

4. ESAA Basic should continue to improve communication between the community and the school district through maximum feedback from the district-wide advisory committee.

5. The ESAA Basic program should continue to utilize daily infusion of reading skills in the content areas of English, social studies, science, and, in fact, in the entire curriculum regardless of area studied.

6. The role of the ESAA Basic Reading Specialists and Aides should become a permanent and integral part of the Detroit Public Schools.

7. The emphasis on Parent Training should be expanded to maximize the many and important effects that parents have upon their children's learning with respect to the home environment and the acquisition of skills.

8. Expansion of the community network design in order to foster even greater parent participation is recommended.

9. There should be a continued emphasis upon the part of all project personnel to continually encourage the classroom teachers to keep on doing what they are doing with the DORT program since obvious improvement is shown each year.

10. There appears to be a need for a more effective and uniform means of communication and reporting. A management design for improved implementation is needed. There should be a variety of well-defined roles, functions and administrative relationships established to further improve the entire program.

11. Serious attempts should be made to have each individual school in the project establish a properly furnished Resource Room equipped with telephone so that the multifarious aspects of the program carried on by Specialists and Aides may be more efficiently handled to the mutual benefit of all of the parties concerned.

12. The Home Curriculum Program should be expanded. It has achieved positive results and would benefit from further implementation of material, materiel, and personnel.

13. As the result of the survey results of 1900 classroom teacher as to the effectiveness of the DORT Homework and Television Series to students, these two aspects of the program should be reexamined and reevaluated.

14. It would be better if there were a long range commitment to funding upon the part of all segments involved on a regular, annual basis from ESAA funds rather than having to go the present route of refunding year-by-year.

CONCLUSION

On the basis of the procedures used with the available data to evaluate the effectiveness of the DORT reading program it is clearly evident that Detroit is moving forward in terms of reading improvement, particulary as measured by the test results scored on the administration of the MEAP instruments in the fourth and seventh grades.

The evaluator strongly recommends that the DORT reading program should be continued, strengthened, and improved in terms of the suggested recommendations so as to continue achievement of reading improvement in the Detroit Public School system. Funding levels should be increased to provide more of the types of services that have proved to be successful.

Whoever forms a reading habit will never lose it. It is a treasure no one can take from him. It contains wealth that neither poverty, nor old age, nor misery can tarnish. Thieves cannot steal it nor storms destroy it and like vintage wine, it can only improve with age.

- -A. Langley

READING COMPONENT OF ESAA BASIC PROJECTS

Individualization of Instruction and Total Curriculum Reading Thrust: Elementary and Middle School Sub-Components

Parent Training: Home Curriculum Specialists and Assistants

Background

America, in general, and Detroit, in particular, seemingly faced a crisis in terms of reading achievement attained by pupils enrolled in the public schools as the decade of the 1970's began.

With the advent of desegregation, the reading problem surfaced as a direct consequence of student movement. Classrooms which, prior to court ordered desegregation were relatively homogeneous with reference to student reading achievement in the Motor City, began to experience wide achievement level variations once students were moved between schools.

Students who were formerly at the top of their class in reading achievement suddenly found themselves at or near

the bottom in the new school situation. Similarly, students close to the bottom in a given school found themselves far above new students entering their classrooms.

On the national level, as June Brown succinctly summarized it in her daily column in The Detroit News for Sunday, October 7, 1979, "Educators estimate that twenty-five per cent of children nationwide have reading problems. This means that anyone who volunteers to teach reading needs feet that never get tired, a back that can lift heavy loads, and enough free time to see endless lines of children with reading problems."

Statistically speaking, the severe reading deficiencies among Detroit's school population were indicated when an examination of the per cents whose achievement test scores in 1978 were "Below Average," "Average" or "Above Average" showed that twenty-two per cent scored "below average" at the Primary Unit 1 level, that the deficiency reached a total of fifty-three per cent "below average" at the seventh grade level, and by the time the eleventh grade was reached there was a slight leveling off at fifty-two per cent "below average." These distributions of Detroit pupils' scores as compared with national norms groups showed

the latter to have twenty-three per cent "below average", fifty-four per cent "average", and twenty-three per cent "above average." The percentage of Detroit students below grade level in 1977 ranged from 60 per cent in grade one to eighty-five per cent in grade seven with three-fourths scoring below national levels by grade five. Detroit educators were not driven to dark despair, however, for the 1978 results, while indicating serious deficiencies, were much improved over 1977 figures when thirty-nine per cent of the first graders were below the mean of national groups and eighty-two per cent of the seventh graders were below average levels.

Despite the improvement, however, the reading problems still existed. Since as Fritz Machlup writing in Academe, the Bulletin of the American Association of University Professors, for October, 1979, so strongly stated the proposition: "The importance of reading in all education, but especially at the college level, cannot be exaggerated," it became incumbent upon the Detroit Public School system to continue the steps it had taken since 1974 to remedy these problems.

To accomplish this objective, Detroit had incorporated a program entitled the Detroit Objective Referenced Testing

or DORT system in which operating with Emergency School Aid Act (ESAA) Funds the district was attempting to supplement DORT with activities requested by teachers, students and community which would increase the effectiveness of the reading program itself. At the same time it was hoped the supplementary activities would be utilized in ways which would also increase the number and frequency of inter-racial contacts among students thus continuing the basic goals of integration as enunicated by Federal Court pronouncements.

The first of the sub-components, Individualization of Instruction, attempts to incorporate several features which serve to improve and expand the DORT program so that the variances between incoming and remaining students' achievement are effectively addressed. The DORT program, itself, initiated during the 1977-1978 school year, has been widely accepted by reading teachers. It has allowed teachers to "key in" on particular reading deficiencies on an individual student basis and to offer remedial and enrichment activities for students to master the particular objective being treated.

Therefore, those Detroit elementary, middle and special education schools that are now using the city-wide Reading

Management System, DORT, are employing a reading program with common objectives for each grade level. The program measures proficiency in these skills with carefully developed tests. Common lessons are taught on each objective, and every student's progress is meticulously charted. Each objective is matched with the textbook the teacher may be using so that the programs selected at the local school are correlated with the common needs of all the children.

In a sense this represents the teacher's responsibility to the learning process. Utilizing an understanding of that system, an effective means of diagnosis and prescription through objective-referenced materials, possessing effective classroom management skills, and employing additional multi-level materials enables the instructor to individual student needs.

This combination of knowledge of the reading processes by the teachers, the training in effective methods of diagnosing individual needs, the writing of "prescriptions" to meet those needs and to attain the requisite skills, and further training in better methods of classroom management allowed true individualization of instruction to occur.

In addition to the program's implementation at the local school level, the Detroit Public School system encouraged and insisted that parents become involved in the actual reading instruction of their children. The home became a key variable. With the assistance of Parent Teams comprised of Home Curriculum Specialists and Assistants, a community network design was established and expanded thus allowing for increased parent participation.

Parent Effectiveness Training was given to the Parent Teams, as well as highly motivating field experiences were designed to involve the largest number of parents possible in activities which complemented school instructional objectives. Finally, Parent Teams trained in successfully proved methods and materials helped establish a home learning environment in which both parents and children achieved in enjoyment through participation.

The Parent Reading Manual and the DORT-Televised Reading Lessons, are two home curriculum techniques where parental assistance in the use of materials and in the interpretation of the individual student's chart of progress are contributing to improved student achievement.

One other important feature of the Detroit DORT program is that underscored by General Superintendent of Schools,

Dr. Arthur Jefferson, when writing in the June, 1979, Reporter, official publication of the Detroit Public Schools he stated:

> "Let me emphasize that in the DORT program central administrators DO NOT dictate to each school what is to be taught. Nor is each teacher expected to parrot a colleague. Great independence is not only permitted, it encouraged. An approach such as DORT is more complex and difficult to carry forward than either a system-wide mandated text or laissez faire instruction."

The Detroit Public School system, then, has begun to face up squarely to the fact that reading has been and will continue to be the most important subject in American schools. In so doing it follows the great tradition of teaching reading that began in this nation back in the early Colonial times in the period of religious emphasis when the hornbook was used for catechizing in church and for giving children their first reading instruction in school. Psalters and primers followed and then the famous New England Primer with its teaching of the alphabet by letters accompanied by verses such as "A is for Adam: In Adam's fall we sinned all" taught early Americans to read.

In succession came several periods of reading instruction in the schools which the late Nila Banton Smith

has summarized in her volume, American Reading Instruction, as: 1. The nationalistic-moralistic emphasis in reading instruction, 2. The period of emphasis upon education for intelligent citizenship, 3. The period of emphasis upon reading as a cultural asset, 4. The initial period of emphasis upon scientific investigation in reading, 5. The first period of intensive research and application, 6. The period of international conflict, 7. The period of expanding knowledge and technological revolution in which we are still immersed.

Nila Smith has summarized the current reading thrust as follows:

> "Change during the present century has been most exciting. For one thing, interest in reading instruction became practically universal during this era. There was a time when primary teachers were the only people interested in the teaching of reading. Now teachers of all subjects and at all levels are teaching reading and seeking information about reading. Parents are asking questions, pursuing books and articles on reading. Students at high school and college levels and and adults beyond college are flocking to reading centers. Governmental agencies are deeply concerned with reading improvement both in school and out and are offering finacial assistance in furthering the improvement of reading instruction and the teaching of reading. A great conflagration of interest has been ignited amongst teachers and students, the lay public and the government. This is a most auspicious occurrence."

The DORT program meets the criteria suggested by Nila Smith.

General Strategies for Individualization of Reading Instruction

As indicated previously, the Detroit Objective Referenced Tests Program (DORT) assists elementary and middle school teachers in the implementation of individualized instructional strategies in their classrooms on a daily basis through a diagnostic prescriptive reading system.

The system includes objectives for each skill involved in the reading process; unbiased, culturally free objective referenced tests to determine strengths and deficiencies of each child; individualized instructional lessons for each child. DORT correlates the objectives with the basal, supplementary and enrichment books found in each classroom.

In a further effort to meet the divergent needs and variance in the reading levels in Detroit's desegregated classrooms, additional multi-leveled, non-graded instructional lessons in kit form consistent with DORT have been developed and disseminated. This kit is called DISK for Detroit Instructional Supplementary Kit. In addition to this supplementary material, DORT homework lessons have been prepared for each elementary and middle school child in the eligible schools and sent home each Wednesday which has been designated as DORT day.

Essential to the sucess of the entire reading program are the regional Reading Specialists who are charged with the responsibility of working closely with local school building personnel to see that the objectives of DORT are carried out successfully.

In the 1978-1979 project year a total of 31 elementary and 36 middle school Reading Specialists were employed to furnish inservice training through workshops and follow-up activities necessary for a total implementation of the Individualization of Instruction Sub-Component. Through multi-level materials, the Reading Specialists presented information to classroom teachers. Follow-up activities were conducted on the Michigan Educational Assessment Program (MEAP), Classroom Management and Diagnosis/Prescription. The Specialists assisted teachers in the administration and analysis of DOPT instruments, as well as in the writing of prescriptions together with their administration, and techniques of classroom management. Demonstration lessons were conducted by the Specialists in various classrooms, and individual meetings were held with teachers. To further assist this one-to-one relationship between the Reading Specialist and the local classroom instructor demonstration lessons were conducted during coordinating

periods as well as before and after school.

The ESAA Basic Home Curriculum Program provided assistance through home curriculum activities designed to support and reinforce the schools' thrust toward an individualized reading program. The community network design was updated to improve parent participation. Parent and youth effectiveness training methods were taught to the Parent Teams.

One most interesting aspect of the 1978-1979 program was the DORT Drama Project in which a group of the Reading Specialists prepared a series of twenty-four short scripts at the middle school level.

Based on some of the Western world's best known children's literature, including such classics as Twain's Tom Sawyer, London's Call of the Wild, and Stevenson's Treasure Island, together with selections drawn from folktales, ethnic studies and famous American biographies, the series offered unlimited opportunities to classroom teachers, particularly in the enrichment area. Due to the local nature of the scripts, for example, interesting variations were possible as in the story of Mr. Oz, the Wizard, the Dorothy character landed in the New Center area of the Motor City and in her attempts to return home she visited the Art Institute, the General Motors Building

and other local landmarks.

A special teacher's guide has been prepared with reading exercises, suggestions for classroom use and a correlation with the DORT objectives. Teachers are using the scripts as reading materials in the regular classrooms. Groups of children are assigned to prepare a presentation for the rest of the class. Emphasis is placed on reading and not on memorizing parts. By assigning the parts according to reading ability, all students can be involved.

Some of the schools are broadcasting the scripts over the local Public Address systems while others are making video-tapes of the students' presentations. In other cases, middle school students are presenting their scripts at the feeder elementary school for younger children.

One additional dimension of the DORT Drama Project was launched in early February, 1979. A weekly television series was presented on Channel 56, the public service station, for students and parents. A group of students from a different middle school each week dramatized one of the scripts. All middle school English teachers were encouraged to use the DORT Drama scripts as classroom assignments and homework. The students read the scripts while viewing their peers performing on television. Furthermore, special

homework lessons were provided and printed in The Detroit News to relate to the television series each Thursday.

The end result of this drama program was to capture the natural love of television and role playing combined to improve the reading levels of the Detroit middle school students.

One other aspect of the total curriculum reading thrust as it applies to the middle school should also be mentioned, namely, the use of a special DORT reading kit in the social sciences' classes including correlated activities. The students worked on reading skills of DORT while performing group types of activities in interracial relations, minority race contributions, civics and history. The kits provided the teachers with specific exercises and lessons to teach reading and social studies in an integrated sense.

General Objective of the Program

The product objective for the ESAA Basic Elementary and Middle School Reading Components was related to student achievement. The aim was that at the end of the project year, June 30, 1979, at least 80 per cent of all students in elementary and middle desegregated schools (70,404 out of 88,005) would have mastered at least 70 per cent of all the Michigan Educational Assessment Program (MEAP) reading

Objectives. This to be measured by the administration of a MEAP posttest in April, 1979, based on a statistically valid sample.

Supportive data released by the Detroit Board of Education at the beginning of the 1978-1979 project year indicated that fourth and seventh graders were presently scoring far below this 60 per cent attainment level. Further, the minority students were scoring lower than the nonminority students.

A word should be said at this point about the MEAP testing program. The Michigan Educational Assessment Program, better known by the acroynm, MEAP, was initiated by the State Board of Education and funded by the State Legislature beginning in 1969.

The program has the global objective of improving education for children in Michigan by providing educators and citizens with information about the staus and the progress of educational programs within the state. That information has been obtained by the administration of achievement tests to the students in the fourth and seventh grades.

The results are reported back to each individual district on several bases including individual scores made

available to parents, total class scores to the school, total school scores, total Regional scores, as in the case of Detroit, total school district results, and statewide summaries.

While only the fourth and seventh grades have been tested on a state-wide basis during the past several years with the results being used as primary data in this Evaluation Report, as mentioned elsewhere, in 1979-1980 tenth graders will also be MEAP tested thus covering elementary, middle and senior high schools.

Evaluation Plan

Working in conjunction with the foregoing General Objective of the Program, a statistically valid sample of elementary and middle school students in the fourth and seventh grades of desegregated schools was to be given the MEAP test in April, 1979, on a posttest basis to be compared with the pre-test administration of Octover, 1978. In addition, the Project Proposal called for the test to be administered by the students' regular classroom teachers.

Due to the fact that the evaluator was not appointed until May, 1979, it was not possible to test in April so the instrument was administered in late May and/or early June. To lessen the end-of-the-term burden on regular

classroom teachers, it was given by the Regional Reading Specialists.

A Chi-square test was to be used to determine whether or not the objective of 80 per cent of the students mastering at least 70 per cent of the objectives was met. The actual percentages were to be compared with the expected percentages. The Chi-square test was to be used at the .05 level of significance. If the expected and observed percentages were the same at the .05 level, the conclusion would be that the objective had been met.

As mentioned previously, due to a fortuitous concourse of circumstances the project evaluator was not appointed until May of 1979. In order to obtain a statistically valid sample of fourth and seventh grade students for the post MEAP test, it was decided to sample one class of thirty-five students in one school in each of the nine elementary Regions, considering the city-wide schools as the ninth Region, and one class in one middle school in each of the eight Regions, all of which had such institutions.

The results of these randomly selected fourth and seventh grade classes on a posttest administration of the MEAP reading instrument in May, 1979, would be compared statistically

with the pre-test results of these same sample students with the results achieved in the administration of the MEAP reading test held in October, 1978.

The target group would hopefully have yielded a sample of 315 fourth graders and 280 seventh graders on the posttest, but, unfortunately, due to a variety of factors, including high absenteeism in some schools near the end of the Spring semester, and the inability to use some posttests since they did not match up with the pre-test identification numbers of October, 1978, thereby eliminating the possibilities of matching results, the final sample came out to be 223 fourth and 207 seventh graders.

In terms of the ESAA Basic Project Proposal it was hoped that the sampling process would indicate that the students involved in the May posttest would master at least 70 per cent of the objectives. Final computations revealed that in the fourth grade a total of 60 per cent of the sample mastered 70 per cent of the 19 MEAP reading objectives on the posttest. This compared with 45 per cent of the sample achieving 70 per cent of the objectives on the MEAP pre-test in October, 1978, or a total gain of 15 per cent between the administration of the pre- and posttests.

A total of 60 per cent of the seventh graders mastered 70 per cent of the objectives on the May posttest as compared to 55 per cent who attained 70 per cent mastery in October, 1978, for a 5 per cent total gain over the 20 reading objectives tested.

Stated in chart form, the comparison between the expected percentage with the actual percentage achieved by the sample groups may be viewed as follows:

Sample Groups
4th Grade Results

Pre-Test Expected: October, 1978	80% Achieving 70% of the 19 MEAP Reading Objectives	Pre-Test Actual: October, 1978	45% Achieving 70% of the 19 MEAP Reading Objectives
Posttest Expected: May, 1979	80% Achieving 70% of the 19 MEAP Reading Objectives	Posttest Actual: May, 1979	60% Achieving 70% of the 19 MEAP Reading Objectives

Result: The 4th Graders Achieved an Overall Improvement of 15 Per Cent in Reading Achievement scores Between October, 1978, and May, 1979

Sample Groups
7th Grade Results

Pre-Test Expected: October, 1978	80% Achieving 70% of the 20 MEAP Reading Objectives	Pre-Test Actual: October, 1978	55% Achieving 70% of the 20 MEAP Reading Objectives
Posttest Expected:	80% Achieving 70% of the 20 MEAP Reading Objectives	Posttest Actual:	60% Achieving 70% of the MEAP Reading Objectives

Result: The 7th Graders Achieved an Overall Improvement of 5 Per Cent in Reading Achievement Scores Between October, 1978, and May, 1979

Analysis of Elementary School Data

The paramount issue in the DORT program, including both elementary and middle school students, is, of course, can they read?

In the March 28, 1979 issue of The Detroit Teacher, the official publication of the Detroit Federation of Teachers representing all Detroit classroom teachers and counselors, a poet, Kathy Jevaras, put it as follows:

DORT: the bottom line

Sing, all powerful DORT
Of the awesome plight of our children,
Who lack the almighty learning skills,
So necessary for a well-rounded education.

Hurled into the dungeon of details,
Overwhelmed by main ideas,
Banished to following directions
Forming judgments forever.

What was the effect that caused these
  brave heros
To charge into battle for life.
That taught them to read pictures and diagrams,
And infer the sequence of Harmonia?

Was it you, most honorable DORT,
That showed them the comparison of contrast,
And took them through the gates of the
  learning levels,
From knowledge to understanding application?

Humbly I recognize you almighty DORT.
You have given me the power to
Write this song in your praise.

But, DORT,
One question
I have left to you,
If you please,
Do they know how to read?

Tables I-XIII indicate that the answer to the poet's rhetorical question, "Do they know how to read?", is an unqualified "Yes!" Not a resounding cry in terms of the fact that as yet the expected goal of 80 per cent of fourth and and seventh grade students reaching an achievement level of 70 per cent of the MEAP reading objectives has not been achieved, but a solid, continuing yearly improvement as two grade levels reached 60 per cent attainment of the 70 per cent

level as measured by the MEAP posttest administered in May, 1979.

Table I indicates that in a comparison of the per cent of fourth grade pupils who achieved each of the 19 MEAP reading objectives for a three year period from 1976 to 1978 involving the total student population who took the test there was improvement. In 17 of the objectives there was a progress of from one to four per cent while in two objectives the per cent remained the same between the test administrations of 1977 and 1978.

Table II shows that in comparing the per cent of fourth grade pupils in the sample studied with the total who took the test in October, 1978, in 17 of the MEAP reading objectives the sample population did from one to six per cent better in the pre-test while falling behind one to four per cent in two other objectives.

Table III indicates that in comparing the sample population's October, 1978, pre-test with the May, 1979, posttest results the improvement was markedly higher in every one of the 19 objectives ranging from a 19 per cent improvement in one while scoring significant gains in the otner 18 objectives tested. A positive demonstration that the DORT program was yielding statistically significant positive results as based on the results of the random sample tested.

Table IV shows the comparative results of the pre- and posttest results by Regions. The results were statistically significant in seven of the nine regions for the fourth graders tested, but were not significant in Regions 6 and 9.

Tables V-XIII indicate the comparison by Regions of the per cent of the pupils in each instance achieving the 19 MEAP objectives on the October administration of the reading test for a three-year period from 1976-1978, as compared to city-wide totals.

Analysis of the several tables reveals that city-wide on a total basis, as indicated previously, there has been a steady, albeit not a spectacular rise in the achievement reading scores between the 1976 and 1978 administrations demonstrating further that the DORT program was achieving positive results.

Tables V-XIII show how each Region fared on the October, 1978, administration of the MEAP reading instrument as compared with the October, 1976 and 1979 administrations both city-wide and with itself in terms of the per cent of the 19 objectives on the instrument that were successfully attained.

The following chart indicates the per cent of the objectives showing improvement between 1977 and 1978, the number of objectives that remained the same between 1977 and 1978, the number of objectives that declined between the 1977 and 1978 test administrations and the per cent of the objectives achieved at the 60 per cent level in 1978 by fourth graders in each Region of the Detroit Public School system.

4th Grade

Region Number	No. of Objectives Showing Improvement Between 1977-78 (N=19)	No. of Objectives Remaining the Same Between 1977-78 (N=19)	No. of Objectives Declining Between 1977-78 (N=19)	Per Cent of Objectives Achieved at 60 Per Cent Level-1978 (N=19)
1	17	0	2	4
2	16	1	2	4
3	17	2	0	4
4	7	5	7	4
5	15	2	2	4
6	17	1	1	3
7	13	0	6	7
8	19	0	0	3
9	19	0	0	7

It is interesting to note that two regions, namely, 8 and 9, showed improvement in all of the 19 reading objectives in 1978 as compared with 1977 and only Region 4 showed an equal number of 7 objectives both improving and declining while 5 remained at the same level for the two years of test administration. Even in Region 4, however, it should be noted the 1978 test results showed gains in all 19 reading objectives as compared with 1976 scores so that while there was some decline in terms of the 1977 and 1978 scores the

latter was still an improvement over the results yielded the two years prior.

The entire picture, then, for 4th grade results as measured by the several methods employed and indicated in Table form, particularly in terms of comparisons of the October testing results for the MEAP reading objectives for the past three years, as well as the comparison of the pre- and posttest results of the randomly selected statistical sample, strongly indicate a steady growth and upward improvement in reading scores as measured by 19 objectives. It is patently apparent that the bottom line for DORT among Detroit's fourth grade students is that they <u>are</u> learning to read!

<u>Analysis of Middle School Data</u>

As previously indicated, in terms of the ESAA Basic Project Proposal it was assumed that the sampling process employed with both 4th and 7th graders as part of the Evaluation Plan would hopefully yield results of 80 per cent of the 7th grade students tested in the May MEAP administration achieving at least 70 per cent of the 20 objectives on the examination. Final computations, as already explained, revealed that the 207 sampled 7th graders

achieved 60 per cent of the 20 reading objectives on the May, 1979, MEAP posttest administration as compared to the 55 per cent obtained on the October, 1978, pre-test for a total gain of 5 percentage points overall between the two administrations of the instrument.

Again, as if to answer the Detroit Federation of Teacher's poetical question, "Do they know how to read?", the data indicates that the 7th graders in Detroit schools, like their 4th grade counterparts, are making a steady improvement in reading scores. Like the tortoise and hare in the fable, they are not rushing like the hare, but are plodding tortoise-like upward in terms of test results and <u>are</u> learning to read as measured by MEAP instrumentation!

Table XIV indicates that in a comparison of the per cent of seventh grade pupils who achieved each of the 20 MEAP reading objectives for a three year period from 1976 to 1978 involving the total student population who took the test each October that in 19 of the objectives there was an improvement ranging from 1 to 21 per cent while in the remaining objective, namely, number 4 involving alphabetizing words through the first three letters, the score remained the same in 1978 as in 1977, but still 11 percentage points higher than in 1976.

Table XV shows that in comparing the per cent of seventh grade pupils in the sample studied with the total who took the test in October, 1978, that in 19 of the MEAP reading objectives the sample did from five to fourteen per cent better in the pre-test while falling two per cent in objective 3, identifying the method of arranging data, as compared with the total population tested.

Table XVI indicates that in comparing the sample population's October, 1978, pre-test with the May, 1979, posttest results there was some improvement in 14 of the 20 tested objectives with percentage ranging from 1 to 13 per cent while the scores remained the same on one objective and declined in the remaining 5. The declines ranged from 1 per cent to four per cent.

Table XVII shows the comparative results of the pre- and posttest results by Regions. The results were significant in Regions 2, 4, and 7 and not significant in Regions 1, 3, 5, 6, and 8.

Tables XVIII-XXV indicate the comparison by Regions of the per cent of pupils in each instance achieving the 20 MEAP objectives on the October administration of the reading test for a three-year period from 1976-1978, as compared to city-wide totals.

Analysis of the several tables reveals that city-wide on a total basis, as repeatedly pointed out in this Evaluation Report, there has been a steady rise in the achievement reading scores between 1976 and 1978 with percentage increases of from one to four per cent in 19 of the 20 seventh grade reading objectives while the remaining objective remained at the same level between the two test administrations for the 1977-1978 period. When compared to the three-year period 1976-1978 the improvement is strikingly evident with percentage increases as high as thirteen per cent between 1976 and 1978 on Objective 6, indicating factual selections. In every instance there was a percentage of improvement in objective attainment city-wide for seventh graders between 1976 and 1978 in all of the 20 MEAP reading objectives.

As previously stated, Tables XVIII-XXV show how each Region scored on the October, 1978, administration of the MEAP reading instrument as compared with October, 1976 and 1977 both city-wide and with itself in terms of per cent of each of the 20 objectives attained. The following chart indicates the per cent of objectives showing improvement, remaining the same or declining between 1977 and 1978 as well as the per cent of objectives achieved at the 60 per cent

level in 1978 by seventh graders in each Region:

7th Grade

Region Number	No. of Objectives Showing Improvement Between 1977-78 (N=20)	No. of Objectives Remaining the Same Between 1977-78 (N=20)	No. of Objectives Declining Between 1977-78 (N=20)	Per Cent of Objectives Achieved at 60 Per Cent Level - 1978 N=20)
1	19	1	0	5
2	0	1	19	5
3	12	4	4	5
4	19	1	0	8
5	15	2	3	7
6	20	0	0	6
7	18	2	0	5
8	20	0	0	5

It is interesting to note that two Regions, namely, 6 and 8, showed improvement in all of the 20 reading objectives in 1978 as compared with those attained in 1977.

It was only in Region 2 that there was no improvement in any of the objectives attained between 1977 and 1978. Even in Region 2, however, while student scores declined in 19 objectives and remained the same in on other over the period of 1977-78

when comparing the 1978 scores for the seventh grade with those of 1976 the former are higher than the latter, thus still indicating improvement. An overall statement may be made of all of the Regions that MEAP reading scores for 7th graders have improved in the two years between 1976 and 1978 with the exceptions noted.

As in the case of the grade 4 results, using the MEAP reading scores as the criterion, the 7th grade results as measured by the several methods employed and indicated in Table form, particularly in terms of comparisons of the October testing results for the MEAP reading objectives for the past three years, together with the comparison of the pre- and posttest results of the randomly selected statistical sample, indicate a continuous, steady, upward growth and improvement in reading scores for the 7th grade. Thus, it is safe to again reiterate the statement that the bottom line for the DOPT program for both 4th and 7th graders, the only two grades tested thus far utilizing the MEAP instrumentation, indicates that Detroit children are learning to read. It will be interesting to observe the Fall, 1979, results when the 10th grade is added to those being tested. This will yield further evidence, pro or con, as to whether the improvement noted at the elementary and middle school levels

is being carried over into the high schools.

Perhaps General Superintendent of Schools, Dr. Arthur Jefferson, was being overly cautious when again writing in the June, 1979 issue of the Reporter, he said:

> "The gap between where our students are and where they can and must be is narrowing. Although that distance is still far too great, there are encouraging signs. Permit me to cite an example in the case of the Michigan Assessment Program.
>
> Each year the Michigan State Department of Education tests all fourth and seventh grade students in reading and in mathematics. The scores for our Detroit students this year (1979) indicate an increase in both grades and in both subjects. These gains can be found in schools in every one of our regions.
>
> Although these results are pleasing, we must neither underestimate nor overly congratulate ourselves about their importance. It is easy to become disheartened by the two to four percent gain in the number of our students who mastered 75 per cent or more of the objectives of the Michigan Educational Assessment Program. Small as these gains may be, I submit that it is much harder to halt a downhill slide, level out and turn upward than it is to allow inertia to control the downhill slike in student achievement. It is clear that our students are not learning well enough. Despite our valid concerns about standardized tests, we must exhibit more than anger when our students - who can learn and who can learn well - continue to do poorly on these test.

It is refreshing, indeed, to see a school superintendent who is willing to bring out the issue as clearly as Jefferson has done in this statement. He, and the rest of the Detroit

system, however, can take comfort in the fact that the students, as measured by the MEAP results, are continuing to learn and to improve yearly in their mastery of reading, which, as stated previously, is at the very heart and soul of the instructional process in American schools regardless of scholastic level-elementary, middle or high school.

Since Detroit, like most big cities, has been in the slough of despond for too long, overnight miracles will not be accomplished, but steady growth and improvement have been exhibited. If this progress can be maintained, it will not be too difficult to predict the time when every Detroit child, hopefully, will read at least at grade level.

As Shakespeare said through the medium of MacBeth: "If you can look into the seeds of time, and say which grain will grow and which will not," it is to be fervently hoped that the reading improvement shown continuously from 1976 will continue to grow and reap a harvest of good readers!

Addenda

After this Evaluation Report was in final preparation for printing, the evaluator came into possession of two additional pieces of material which have a direct bearing upon the Project.

The first of these items is The Detroit Public Schools Annual Report, 1979: Management Performance & Student Achievement in which it is pointed out that foremost among the General Superintendent's goals for administrators, teachers, pupils, and parents is the continued improvement of student achievement.

The 1978 Michigan Educational Assessment Program showed that between 1.7 and 3.4 per cent more Detroit Public Schools students attained three-fourths or more of the reading and mathematics objectives than in 1977.

Shown in chart form the results looked like the following:

1978 Michigan Educational Assessment Program Results

Students Achieving 75% - 100% Item Mastery

Reading:	Grade 4 - 2.4% higher than 1977
	Grade 7 - 3.4% higher than 1977
Math:	Grade 4 - 2.7% higher than 1977
	Grade 7 - 1.7% higher than 1977

While the per cents of the students achieving these results may at first appraisal seem small, they actually represent fairly large numbers: 16,645 fourth graders and 15,732 seventh graders having taken the MEAP tests in 1978 with 32.2% of the fourth graders obtaining 75% - 100% mastery in reading and 49.3% obtaining 755 - 100% mastery in math.

The summer of 1979 also witnessed a new phenomenon in terms of improved student achievement in the MEAP program as special classes were held which focused attention on the specific objectives measured by the State tests in reading and mathematics. The Annual Report theorized that the results of the 1979 assessment tests will show even further improvement in measured student achievement. The system was also looking forward to obtaining the results from the 10th grade test administration being done for the first time in Detroit in 1979.

In discussing the Detroit Objective Reference Tests or DORT city-wide reading program the Annual Report stated that "this innovative program, now in the third year of operation, has provided a positive and challenging means by which Detroit Public Schools children can master reading skills."

1979 was the third year of implementation of the Federal Court ordered reading component. In 1976, the seventh grade reading section of the MEAP program provided the following profile: (1) of the 20 objectives measured, there were only five on which as many as 50 per cent of Detroit Public Schools students showed mastery; (2) 40.3 per cent of the students mastered fewer than 25 per cent of the objectives; (3) only 26 per cent of the students scored mastery on more than 75 per cent of the objectives, and (4) the average on each objective was 43 per cent mastery.

While it is difficult to define cause-and-effect relationships for most educational issues, a careful analysis of the 1978 MEAP Program results clearly indicated that the Detroit Public Schools

district wide scores are better than comparable 1976 scoring. For example, the following holds for the seventh grade level in terms of 1978 results:

1. 19 of 20 objectives show improvement over 1977, while one objective remains the same.

2. Since 1976, an average increase of 12 per cent can be noted on each objective.

3. On 14 objectives over 50 per cent of the students demonstrated mastery, up from five per cent in 1976.

4. Since 1976, the percentage of students in the lowest quartile of mastery has been reduced by 16.8 per cent.

5. The percentage of students with 75 to 100 per cent mastery has been increased by 11.6 per cent since 1976.

The second positive analysis of the improvement in Detroit's reading scores, in particular, was given by June Brown, noted local newspaper columnist, when writing in the Detroit News for Sunday, December 30, 1979, she said in part:

> "The renaissance in downtown Detroit is being matched by a startling new renaissance in the city's schools. Long among the least effective school systems of 17 large cities, Detroit has suddenly begun rising educationally.
>
> The change came because citizens finally recognized that reading failure was a community problem, not exclusively a school problem. Gradually, the community's harsh criticism of the schools was replaced by the realization that teaching reading is a joint responsibility shared by parents, schools, and the community.
>
> Once that realization was accepted, and the various groups began supporting each other, instead of feuding with each other, the improvements began coming fast.
>
> While the summary of Michigan Educational Assessment Program reading test scores for Detroit schools are not in yet with only test results available from individual schools, these preliminary results show amazing improvements over last year.

Dr. Cecil Good, the Detroit Board of Education's director of citywide reading, reports that some schools have increased their reading scores from 30 per cent to 70. Such improvements are unheard of in Detroit's educational history. The final results are expected to show large gains in reading for most of the schools.

How did this improvement come about so fast?. . .Generally educators agree that improvement came when every segment of the community put forth its best effort, made significant changes, thus contributing greatly to the improvement.

They instituted a unified system of teaching reading, called the Detroit Objective Reference Test (DORT) system. When DORT was put into every school, it assured that all Detroit students were taught the same reading skills.

Detroit has always had an extremely high turnover of students, which caused reading failure among children whose parents move often. But with DORT, children who change schools still use familiar material and are no longer trapped in a maze of new reading improvements.

The DORT program also set up a supervisory system in which the classrooms were monitored to be sure teachers were performing at professional levels and that they were teaching the required material.

Another change was an intensified summer school program. For the first time, all third and sixth-graders were invited to attend summer school, regardless of their eligibility for funding.

More than 9,000 Detroit youngsters responded to the invitation to improve their reading, by going to school during summer vacation. Their parents were given material, and homework was made a part of the study system.

Another big change was improvement in teacher morale. Once the community stopped its criticism and admitted that teachers were not the sole cause of reading failure many teachers responded by giving more of their efforts than the schools required.

The improvement of teacher morale and their dedication to reading improvement have been vital. . .Greatly encouraged by the improvements in the school system and with teacher morale and parental involvement at an all-time high, educators will continue to strive for reading improvement."

Further evidence of general overall improvement in Detroit students' test scores in reading and mathematics as measured by the 1979 administration of the MEAP scores was made public by the Detroit Board of Education at a press conference on January 8, 1980.

Speaking for the Detroit Board as President, Mr. George Bell said:

> "I am extremely pleased and encouraged about the significant gains made by Detroit Public School 4th and 7th grade students in reading and mathematics during 1979.
>
> Although test scores represent only one measure of a student's academic achievement, they, nevertheless reflect an important aspect of growth.
>
> I am sure that the gains in the test scores are a result of a combination of factors, such as the dedication of staff and the strong involvement of the community to be an active partner in the quest for improved learning. Certainly, the commitment of this school system to academic excellence is playing a major role in this important breakthrough.
>
> We will continue our concerted efforts to make progress in student achievement with the cooperation of all segments of the school system.
>
> On behalf of the Board, I congratulate all of those who contributed to the progress which we are beginning to make in test scores in reading and mathematics. We are justly proud!"

At the time of the press conference achievement results for most Detroit schools had been received for the Michigan Educational Assessment Program (MEAP)for fall, 1979. Although final summary information was not then available, school officials had averaged the gains made at more than 80 per cent of the schools in order to make a preliminary estimate.

In grade 4, the number of students mastering 75 per cent of the reading objectives appeared to have risen about 7 per cent, while in mathematics there was nearly a 14 per cent rise. At grade 7, Detroit schools were averaging a 3.6 per cent gain in reading and a 5.5 per cent gain in mathematics. These results were still below the state averages, but the gains were helping to close that gap.

School officials attributed the improvements to a continuing heavy emphasis on fundamental skills. In the summer of 1979, extraordinary efforts were made in summer school sessions especially designed to strengthen basic skills.

Certain elementary schools had made dramatic gains in 1979 at grade 4. The Burgess, for example, gained 30 per cent in reading and 40.2 per cent in mathematics. The Stewart gained 31.5 per cent in reading and 36.6 per cent in mathematics. The Weatherby gained 31.3 per cent in reading and 34.7 per cent in mathematics. The George gained 48.2 per cent in reading and 17.9 per cent in mathematics.

Many other Detroit schools showed gains of more than 25 per cent in one or both subjects. Schools making such large gains were found in every Region of the city.

Dr. Arthur Jefferson, the General Superintendent of Schools, stated: "Substantial gains, such as those of the 4th grade level, can only be made by the combined effort of students, parents, teachers, and support staff."

The next four pages of this Addenda show the above results in chart form.

Estimated 1979-80 Gains in Detroit Schools MEAP Scores

	Grade 4	Grade 7
Reading	+ 7.0%	+ 3.6%
Mathematics	+13.9%	+ 5.5%

Selected High Gain Detroit Schools MEAP Grade 4

	Reading		Mathematics	
	1978	1979	1978	1979
Burgess	40.0	70.9	52.5	92.7
Stewart	15.6	47.1	32.0	68.6
George	12.5	60.7	75.0	92.9
Weatherby	22.2	53.5	46.7	81.4
Balch	19.2	47.4	35.9	70.2
Yost	23.9	62.7	53.7	74.6
Marshall	19.8	30.3	24.4	70.6

Detroit MEAP Scores*
Percentage of Students Attaining 75% of the Objectives

GRADE 4

Region	No. of Schools	READING		MATHEMATICS	
		1978	1979 Gain	1978	1979 Gain
1	20	29.1	+ 11.4	50.8	+ 15.7
2	25	31.0	+ 5.6	46.1	+ 16.5
3	24	34.6	+ 3.6	53.0	+ 11.0
4	28	35.6	+ 9.2	51.9	+ 12.7
5	24	35.9	+ 7.3	51.7	+ 13.1
6	16	29.2	+ 9.0	43.7	+ 21.9
7	15	31.8	+ 5.5	48.8	+ 12.4
8	21	26.0	+ 4.3	46.3	+ 9.6
CW	1	28.2	+ 14.3	43.6	+ 23.9
TOTALS	174	32.2	+ 7.0 = 39.2	49.3	+ 13.9 = 63.2

*Based on 80% early returns and on school averages. Not final.

Detroit MEAP Scores*

Percentage of Students Attaining 75% of the Objectives

GRADE 7

Region	No. of Schools	READING		MATHEMATICS	
		1978	1979 Gain	1978	1979 Gain
1	5	35.0	- 2.1	18.4	+ 3.2
2	7	31.2	+ 3.7	16.9	+ 1.7
3	7	38.9	+ 9.5	21.6	+ 4.7
4	11	44.8	+ 0.6	21.0	+ 4.8
5	5	40.4	+ 6.4	18.6	+ 6.6
6	6	36.7	+ 7.3	17.8	+ 13.1
7	6	40.2	- 0.8	17.4	+ 5.3
8	6	32.4	+ 5.4	13.9	+ 5.9
CW	0				
TOTALS	53	37.9	+ 3.6 = 41.5	18.5	+ 5.5 = 24.0

*Based on 80% early returns and on school averages. Not final.

1979

MEAP TRENDS

(75% or better)

	1977		1978		1979*
Grade 4					
Reading	29.8	+2.4	32.2	+7.0	39.2
Math	46.6	+2.7	49.3	+13.8	63.1
Grade 7					
Reading	34.5	+3.4	37.9	+3.6	41.5
Math	16.8	+1.7	18.5	+5.5	24.0

*Projected from early returns.

One final accolade for DORT appeared in The Detroit News for Thursday, January 10, 1980, when in an article headlined, "Reading Program Pays Off", News staff writer, Steve Konicki, commented at some length on Detroit's attempts to find the answers to the question: "Why can't Johnny and Jill read?"

He noted that the Detroit fourth graders' scores on the Michigan Education Assessment Program (MEAP) tests were up by 7 per cent and math scores were up by 13.9 per cent. Seventh graders, he added, although less successful, had raised their reading scores 3.6 per cent and their math scores 5.5 per cent.

Attempting to pinpoint the reason for these improvements, Mr. Konicki quoted Dr. Cecil Good, Director of the DORT Program, as follows: "There's no doubt about it that DORT is the No. 1 reason we have scored as highly as we have in the statewide tests. I think the MEAP scores show we have bottomed out and that we are turning things around. There are other things we did right, but DORT is the major thing."

Konicki indicated that DORT had evolved into a program that took reading apart like an onion, one layer at a time, and singled out each of dozens of different skills that, when you put them together, enabled children to read well.

Among other programs that helped were the intensive six-week summer school program that put selected teachers and special materials in classrooms with this year's fourth and seventh graders all using similar DORT goals for each class. Coupled with special workshops with seventh graders' parents in every middle school to teach them how to help their children

with homework based on DORT materials, this summer school program had proved highly successful.

Mr. Konicki also noted, however, that DORT was not universally hailed by Detroit teachers, for many criticized it for the requirement of so much paperwork. Few questioned the soundness of its teaching approach.

In further analyzing the causes for the improvement in reading and mathematics' scores, Mr. Konicki again turned to Dr. Good whom he again quoted as follows:

> "Detroit officials are pleased with the program because schools have improved in MEAP tests since the program began three years ago as part of court-ordered desegregation.
>
> The best gauge of DORT's success is that this year's fourth-grade class, which did so well, was the first group of students who have had three years of classes using the DORT tests and reading objectives.
>
> That says pretty clearly to us that we are on the right track, for before DORT every school was wrapped up in the philosophy of the 1960's, that is, doing their own 'thing'.
>
> There were some good things, but we just were not presenting a united effort."

DORT had developed over the years, including a lot of modification by Detroit teachers, administrators and parents, from a California company's set of tests and remedial material. The theory behind the program was that if you were weak in just one area, that alone might be enough to keep you from reading well even if you were good in everything else.

Quoting Ms. Lillian Boyd, Supervisor of the Detroit elementary reading program, Mr. Konicki wrote: "One of our most serious problems

was that a lot of students could say every word that was on paper before them, but if you put it in a paragraph, and asked them what was happening in the paragraph, all you got was blank stares. They weren't comprehending it. Anything that stops short of comprehension is not reading, it's word calling."

From the first day of kindergarten, students are tested to find which of many reading-related skills they are weak in. Then DORT provides teachers with a guideline and special teaching materials which are designed to help children catch up on what they are missing.

"It makes sure we're not skipping anything," said Ms. Boyd. It's a real road map to teaching reading and it's so clearly drawn that you can't help but follow it."

Table I

Comparison of the Per Cent of 4th Grade Pupils Achieving MEAP Reading Objectives, Detroit City-Wide, for a Three Year Period in October of 1976-78

	Objective (Reading, Grade 4)	Per Cent Achieving Objective City-Wide 1976 (N=17,491)	1977 (N=16,719)	1978 (N=16,645)
1.	Match words with definitions	44	50	53
2.	Indicate phrases with same meanings	46	52	54
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52
4.	Identify method of arranging data	70	77	81
5.	Alphabetize words through first 3 letters	49	53	53
6.	Indicate factual selections	57	66	70
7.	Indicate fictional selections	50	59	62
8.	Indicate author's purpose	38	44	47
9.	Indicate title most appropriate for selection	38	42	44
10.	Indicate pictures describing main idea in selection	36	38	40
11.	Choose best summary of a selection	23	27	28
12.	Match quotation from story with speaker	29	33	36

Table I (Continued)

Comparison of the Per Cent of 4th Grade Pupils Achieving MEAP Reading Objectives, Detroit City-Wide, for a Three Year Period in October of 1976-78

	Objective (Reading, Grade 4)	Per Cent Achieving Objective City-Wide 1976 (N=17,491)	1977 (N=16,719	1978 (N=16,645)
13.	Choose answer best describing how character feels in story	42	49	50
14.	Choose phrase best describing work in figurative language	60	67	67
15.	Match causes with effects	40	48	49
16.	Choose most appropriate conclusion for a story	29	34	35
17.	Answer locational question about reference sources	47	54	51
18.	Answer locational question about newspapers	39	47	51
19.	Select meanings, generalizations, conclusions not expressed	34	40	42

Table II

Comparison of the Per Cent of 4th Grade Pupils Attaining MEAP Reading Objectives, Detroit City-Wide, With Randomly Selected Sample of 4th Grade Elementary School Students, October, 1978

Objective (Reading, Grade 4)	Per Cent Achieving Objective: Detroit Total (N=16,645)	Sample (N=223)
1. Match words with definitions	53	56
2. Indicate phrases with same meanings	54	56
3. Choose word appropriate to blank spaces (Cloze Procedure)	52	54
4. Identify method of arranging data	81	83
5. Alphabetize words through first 3 letters	53	49
6. Indicate factual selections	70	73
7. Indicate fictional selections	62	67
8. Indicate author's purpose	47	53
9. Indicate title most appropriate for selection	44	47
10. Indicate pictures best describing main idea	40	41
11. Choose best summary of a selection	28	29
12. Match quotation from story with speaker	36	38

Table II (Continued)

Comparison of the Per Cent of 4th Grade Pupils Attaining MEAP Reading Objectives, Detroit City-Wide, With Randomly Selected Sample of 4th Grade Elementary School Students, October, 1978

Objective (Reading, Grade 4)	Per Cent Achieving Objective: Detroit Total (N=16,645)	Per Cent Achieving Objective: Sample (N=223)
13. Choose best answer describing how character feels in story	50	56
14. Choose phrase best describing work in figurative language	67	69
15. Match causes with effects	49	48
16. Choose most appropriate conclusion for a story	35	39
17. Answer locational question about reference sources	56	61
18. Answer locational question about newspapers	51	61
19. Select meanings, generalizations, conclusions not expressed	42	45

Table III

Comparison of Per Cent, Chi Square and Significance of Randomly Selection 4th Grade Students Achieving MEAP Reading Objectives, Pre-Test, October, 1978, and Post-Test, May, 1979

	Objective (Reading, Grade 4)	Per Cent Achieving Objective (N=223) October, 1978 Pre-Test	May, 1979 Post-Test	X^2	P
1.	Match words with definitions	56	67	74	.00
2.	Indicate phrases with same meanings	56	66	82	.00
3.	Choose word appropriate to blank spaces (Cloze Procedure)	54	66	35	.00
4.	Identify method of arranging data	83	91	42	.00
5.	Alphabetize words through first 3 letters	83	91	42	.00
6.	Indicate factual selections	73	86	38	.00
7.	Indicate fictional selections	67	79	29	.00
8.	Indicate author's purpose	53	69	56	.00
9.	Indicate title most appropriate for selection	47	59	47	.00
10.	Indicate pictures best describing main idea in selections	41	55	20	.00

Table III (Continued)

Comparison of Per Cent, Chi Square and Significance
of Randomly Selected 4th Grade Students
Achieving MEAP Reading Objectives,
Pre-Test, October, 1978, and
Post-Test, May, 1979

Objective (Reading, Grade 4)	Per Cent Achieving Objective		X^2	P
	October, 1978 Pre-Test	May, 1979 Post-Test		
	(N=223)			
11. Choose best summary of a selection	29	43	37	.00
12. Match quotation from story with speaker	38	55	20	.00
13. Choose answer best describing how character feels in story	56	67	68	.00
14. Choose phrase best describing work in figurative language	69	80	52	.00
15. Match causes with effects	48	62	37	.00
16. Choose most appropriate conclusion for a story	39	47	93	.00
17. Answer locational question about reference sources	61	75	36	.00
18. Answer locational question about newspapers	54	65	74	.00
19. Select meanings, generalizations, conclusions not expressed	45	64	53	.00

Table IV

Comparison of the Total MEAP Reading Survey Results of a Randomly Selected Group of 223 4th Graders Covering 19 Reading Objectives on October, 1978, Pre-Test With May, 1979, Post-Test, By Regions

Region No.	Objectives No. 1-19	No. of Pre-Test Cases	Pre-Test Mean	Post-Test Mean	T Value	df	P
1	1-19	32	11.343	15.125	6.32	31	.00
2	1-19	30	12.266	14.000	2.77	29	.00
3	1-19	25	7.080	11.280	5.21	24	.00
4	1-19	24	9.4583	11.875	3.54	23	.00
5	1-19	26	13.384	16.230	3.60	25	.00
6	1-19	20	8.850	9.400	0.46	19	ns
7	1-19	27	8.703	10.629	3.05	26	.00
8	1-19	20	10.500	13.300	2.59	19	.01
9	1-19	19	8.947	8.052	0.83	18	ns

Table V

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region I Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region I		
	1976	1977	1978	1976	1977	1978
1. Match words with definitions	44	50	53	36	48	50
2. Indicate phrases with same meanings	46	52	51	40	47	50
3. Choose word appropriate to blank spaces (Cloze Procedures)	45	47	52	35	44	51
4. Identify method of arranging data	70	77	81	65	75	80
5. Alphabetize words through first 3 letters	49	53	53	46	53	51
6. Indicate factual selections	57	66	70	48	62	67
7. Indicate fictional selections	50	59	62	41	55	60
8. Indicate author's purpose	38	44	47	30	39	44
9. Indicate title most appropriate for selection	38	42	44	31	39	42
10. Indicate pictures best describing main idea in selection	36	38	40	29	36	37

Table V (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region I Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region I		
	1976	1977	1978	1976	1977	1978
11. Choose best summary of a selection	23	27	28	17	23	24
12. Match quotation from story with speaker	29	33	36	23	31	37
13. Choose answer best describing how character feels in story	42	49	50	35	48	49
14. Choose phrase best describing work in figurative language	60	67	67	55	66	65
15. Match causes with effects	40	48	49	32	45	46
16. Choose most appropriate conclusion for a story	29	34	35	22	28	32
17. Answer locational question about reference sources	47	54	56	38	30	55
18. Answer locational questions about newspapers	39	47	51	28	41	46
19. Select meanings, generalizations conclusions not expressed	34	40	42	26	35	39

Table VI

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 2 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 2		
	1976	1977	1978	1976	1977	1978
1. Match words with definitions	44	50	53	41	47	49
2. Indicate phrases with same meanings	46	52	54	45	53	51
3. Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	43	45	52
4. Identify method of arranging data	70	77	81	67	75	81
5. Alphabetize words through first 3 letters	49	53	53	49	53	49
6. Indicate factual selections	57	66	70	56	66	69
7. Indicate fictional selections	50	59	62	48	57	61
8. Indicate author's purpose	38	44	47	35	41	45
9. Indicate title most appropriate for selection	38	42	44	35	40	43
10. Indicate pictures best describing main idea in selection	36	38	40	35	35	38

Table VI (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 2 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 2		
		1976	1977	1978	1976	1977	1978
11.	Choose best summary of a selection	23	27	28	23	25	28
12.	Match quotation from story with speaker	29	33	36	28	31	34
13.	Choose answer best describing how character feels in story	42	49	50	41	48	49
14.	Choose phrase best describing work in figurative language	60	67	67	57	65	67
15.	Match causes with effects	40	48	49	40	47	48
16.	Choose most appropriate conclusion for a story	29	34	35	27	33	33
17.	Answer locational question about reference sources	47	54	56	43	51	55
18.	Answer locational questions about Newspapers	34	40	42	31	38	42
19.	Select meanings, generalizations, conclusions not expressed	34	40	42	31	38	42

Table VII

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 3 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 3		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	44	50	53	45	52	56
2.	Indicate phrases with same meanings	46	52	54	48	54	54
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	48	48	57
4.	Identify method of arranging data	70	77	81	71	79	80
5.	Alphabetize words through first 3 letters	49	53	53	51	53	56
6.	Indicate factual selections	57	66	70	58	70	71
7.	Indicate fictional selections	50	59	62	53	64	65
8.	Indicate author's purpose	38	44	47	40	46	50
9.	Indicate title most appropriate for selection	38	42	44	39	41	47
10.	Indicate pictures best describing main idea in selection	36	38	40	39	40	42

Table VII (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 3 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 3		
	1976	1977	1978	1976	1977	1978
11. Choose best summary of a selection	23	27	28	23	28	28
12. Match quotation from story with speaker	29	33	36	29	34	35
13. Choose answer best describing how character feels in story	42	49	50	43	51	51
14. Choose phrase best describing work in figurative language	60	67	67	62	68	69
15. Match causes with effects	40	48	49	42	49	51
16. Choose most appropriate conclusion for a story	29	34	35	30	36	37
17. Answer locational question about reference sources	47	54	56	48	57	58
18. Answer locational questions about newspapers	39	47	51	42	51	54
19. Select meanings, generalizations, conclusions not expressed	34	40	42	34	42	43

Table VIII

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 4 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 4		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	44	50	53	49	57	57
2.	Indicate phrases with same meanings	46	52	54	52	57	57
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	50	33	54
4.	Identify method of arranging data	70	77	81	73	80	82
5.	Alphabetize words through first 3 letters	49	53	53	52	58	54
6.	Indicate factual selections	57	66	70	63	71	72
7.	Indicate fictional selections	50	59	62	56	66	64
8.	Indicate author's purpose	38	44	47	43	51	51
9.	Indicate title most appropriate for selection	38	42	44	44	48	46
10.	Indicate pictures best describing main idea in selection	36	38	40	41	44	43

Table VIII (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 4 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 4		
	1976	1977	1978	1976	1977	1978
11. Choose best summary of a selection	23	27	28	26	30	30
12. Match quotation from story with speaker	29	33	36	32	34	38
13. Choose answer best describing how character feels in story	42	49	50	47	51	53
14. Choose phrase best describing work in figurative language	60	67	67	63	71	70
15. Match causes with effects	40	48	49	45	50	53
16. Choose most appropriate conclusion for a story	29	34	35	32	37	38
17. Answer locational question about reference sources	47	54	56	51	59	59
18. Answer location questions about newspapers	39	47	51	49	54	55
19. Select meanings, generalizations, conclusions not expressed	34	40	42	39	43	44

Table IX

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 5 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 5		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	44	50	53	49	53	57
2.	Indicate phrases with same meanings	46	52	54	51	55	59
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	48	52	56
4.	Identify method of arranging data	70	77	81	73	81	83
5.	Alphabetize words through first 3 letters	49	53	53	51	54	56
6.	Indicate factual selections	57	66	70	61	71	72
7.	Indicate fictional selections	50	59	61	56	66	66
8.	Indicate author's purpose	38	44	47	43	50	52
9.	Indicate title most appropriate for selection	38	42	44	42	46	49
10.	Indicate pictures best describing main idea in selection	36	38	40	39	40	39

Table IX (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 5 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 5		
		1976	1977	1978	1976	1977	1978
11.	Choose best summary of a selection	23	27	28	26	30	30
12.	Match quotation from story with speaker	29	33	36	32	34	38
13.	Choose answer best describing how character feels in story	42	49	50	47	51	53
14.	Choose phrase best describing work in figurative language	60	67	67	63	71	70
15.	Match causes with effects	40	48	49	45	50	53
16.	Choose most appropriate conclusion for a story	29	34	35	32	37	38
17.	Answer locational question about reference sources	47	54	56	51	56	59
18.	Answer locational questions about newspapers	39	40	42	38	43	44
19.	Select meanings, generalizations, conclusions not expressed	34	40	42	38	43	44

Table X

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 6 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 6		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	44	50	53	41	47	49
2.	Indicate phrases with same manings	46	52	54	45	49	50
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	41	44	49
4.	Identify method of arranging data	70	77	81	66	74	78
5.	Alphabetize words through first 3 letters	49	53	45	49	49	49
6.	Indicate factual selections	57	66	70	54	65	67
7.	Indicate fictional selections	50	59	62	49	56	59
8.	Indicate author's purpose	38	44	47	36	42	44
9.	Inidcate title most appropriate for selection	38	42	44	36	41	42
10.	Indicate pictures best describing main idea in selection	36	38	40	33	35	36

Table X (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 6 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 6		
		1976	1977	1978	1976	1977	1978
11.	Choose best summary of a selection	23	27	28	22	25	24
12.	Match quotation from story with speaker	29	33	36	25	32	33
13.	Choose answer best describing how character feels in story	42	49	50	39	46	47
14.	Choose phrase best describing work in figurative language	60	67	67	56	64	65
15.	Match causes with effects	40	48	49	37	44	46
16.	Choose most appropriate conclusion for a story	29	34	35	28	32	34
17.	Answer locational question about reference sources	47	54	56	43	51	53
18.	Answer locational questions about newspapers	39	47	51	38	44	49
19.	Select meanings, generalizations conclusions not expressed	34	40	42	31	37	39

Table XI

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 7 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 7		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	44	50	53	45	49	47
2.	Indicate phrases with same meanings	46	52	54	48	51	66
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	44	49	55
4.	Identify method of arranging data	70	77	81	70	77	75
5.	Alphabetize words through first 3 letters	49	53	53	50	54	78
6.	Indicate factual selections	57	66	70	59	67	61
7.	Indicate fictional selections	50	59	62	52	59	54
8.	Indicate author's purpose	38	44	47	39	43	55
9.	Indicate title most appropriate for selection	38	42	44	38	44	70
10.	Indicate pictures best describing main idea in selection	36	38	40	38	40	58

Table XI (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 7 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading Objective)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 7		
	1976	1977	1978	1976	1977	1978
11. Choose best summary of a selection	23	27	28	25	27	46
12. Match quotation from story with speaker	29	33	36	31	33	62
13. Choose answer best describing how character feels in story	42	49	50	44	49	42
14. Choose phrase best describing work in figurative language	60	67	67	62	66	43
15. Match causes with effects	40	48	49	41	47	55
16. Choose most appropriate conclusion for a story	29	34	35	30	35	49
17. Answer locational question about reference sources	47	54	56	47	57	66
18. Answer locational questions about newspapers	39	47	51	41	46	52
19. Select meanings, generalizations conclusions not expressed	34	40	42	35	41	57

Table XII

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 8 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 8		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	44	50	53	40	43	46
2.	Indicate phrases with same meanings	46	52	54	43	45	48
3.	Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	42	42	49
4.	Identify method of arranging data	70	77	81	67	71	78
5.	Alphabetize words through first 3 letters	49	53	53	46	48	55
6.	Indicate factual selections	57	66	70	55	59	64
7.	Indicate fictional selections	50	59	62	46	50	56
8.	Indicate author's purpose	38	44	47	35	35	40
9.	Indicate title most appropriate for selection	38	42	44	36	35	39
10.	Indicate pictures best describing main idea in selection	36	38	40	34	32	35

Table XII (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 8 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading Objective)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 8		
	1976	1977	1978	1976	1977	1978
11. Choose best summary of a selection	23	27	28	20	22	23
12. Match quotation from story with speaker	29	33	36	28	30	32
13. Choose answer best describing how character feels in story	42	49	50	40	42	44
14. Choose phrase best describing work in figurative language	60	67	67	58	60	68
15. Match causes with effects	40	48	49	38	40	43
16. Choose most appropriate conclusion for a story	29	34	35	26	28	29
17. Answer locational question about reference sources	47	54	56	44	46	50
18. Answer locational questions about newspapers	39	47	51	36	39	43
19. Select meanings, generalizations, conclusions not expressed	34	40	42	31	31	37

Table XIII

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 9 (Department of City-Wide Schools and Programs) Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 9		
	1976	1977	1978	1976	1977	1978
1. Match words with definitions	44	50	53	35	30	59
2. Indicate phrases with same meanings	46	52	54	43	35	64
3. Choose word appropriate to blank spaces (Cloze Procedure)	45	47	52	42	34	56
4. Identify method of arranging data	70	77	81	68	48	81
5. Alphabetize words through first 3 letters	49	53	53	48	21	49
6. Indicate factual selections	56	66	70	49	32	74
7. Indicate fictional selections	50	59	62	47	40	67
8. Indicate author's purpose	38	44	47	31	18	55
9. Indicate title most appropriate for selection	38	42	44	34	30	51
10. Indicate pictures best describing main idea in selection	36	38	40	32	17	43

Table XIII (Continued)

Comparison of the Per Cent of Grade 4 Pupils in Detroit City-Wide With Those in Region 9 (Department of City-Wide Schools and Programs) Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 4)		Per Cent of Pupils Attaining Objective					
		City-Wide			Region 9		
		1976	1977	1978	1976	1977	1978
11.	Choose best summary of a selection	23	27	28	20	13	37
12.	Match quotation from story with speaker	29	33	36	24	17	43
13.	Choose answer best describing how character feels in story	42	49	50	40	30	57
14.	Choose phrase best describing work in figurative language	60	67	67	49	40	73
15.	Match causes with effects	40	48	49	34	26	57
16.	Choose most appropriate conclusion for a story	29	34	35	30	9	37
17.	Answer locational question about reference sources	47	54	56	47	34	64
18.	Answer locational questions about newspapers	39	47	51	36	34	62
19.	Select meanings, generalizations, conclusions not expressed	34	40	42	35	8	47

Table XIV

Comparison of the Per Cent of 7th Grade Pupils Attaining MEAP Reading Objectives, Detroit City-Wide, for a Three-Year Period in October of 1976-78

Objective (Reading, 7th Grade)	Per Cent Attaining Objective City-Wide		
	1976 (N=17,109)	1977 (N=16,020)	1978 (N=15,732)
1. Match words with definitions	34	43	46
2. Indicate phrases with same meanings	53	63	65
3. Identify method of arranging data	43	50	54
4. Alphabetize words through first three letters	66	77	77
5. Indicate factual selections	63	75	77
6. Indicate fictional selections	44	57	60
7. Indicate author's purpose	40	49	52
8. Indicate title most appropriate for selection	42	51	55
9. Indicate pictures best describing main idea in selection	52	64	66
10. Choose best summary of a selection	41	53	54

Table XIV (Continued)

Comparison of the Per Cent of 7th Grade Pupils Attaining MEAP Reading Objectives, Detroit City-Wide, for a Three-Year Period in October of 1976-78

Objective (Reading, Grade 7)	Per Cent Attaining Objective City-Wide 1976 (N=19,109)	1977 (N=16,020)	1978 (N=15,732)
11. Choose selections alike in ideas expressed	34	40	43
12. Match quotation from story with speaker	46	57	59
13. Answer questions relating to sequence in stories	31	38	40
14. Choose answer best describing how character feels in story	33	41	42
15. Answer questions relating to motivation	39	51	52
16. Match causes with effects	36	46	48
17. Select meanings, generalizations, conclusions not expressed	34	45	66
18. Answer locational questions about reference sources	53	63	66
19. Answer locational questions about newspapers	41	46	50

Table XIV (Continued)

Comparison of the Per Cent of 7th Grade Pupils Attaining MEAP Reading Objectives, Detroit City-Wide, for a Three-Year Period in October of 1976-78

Objective (Reading, Grade 7)	Per Cent Attaining Objective City-Wide		
	1976 (N=17,109)	1977 (N=16,020)	1978 (N=15,732)
20. Choose most appropriate conclusions for a story	44	53	56

Table XV

Comparison of the Per Cent of 7th Grade Pupils Achieving MEAP Reading Objectives, Detroit City-Wide, With Randomly Selected Sample of 7th Grade Middle School Students, October, 1978

Objective (Reading, Grade 7)	Per Cent Achieving Objective	
	Detroit Total (N=15,732)	Sample (N=207)
1. Match words with definitions	46	55
2. Indicate phrases with same meanings	65	72
3. Identify method of arranging data	64	62
4. Alphabetize words through first 3 letters	77	87
5. Indicate factual selections	77	87
6. Indicate fictional selections	60	68
7. Indicate author's purpose	52	58
8. Indicate title most appropriate for selection	55	63
9. Indicate pictures best describing main idea in selections	66	73
10. Choose best summary of a selection	54	61

Table XV (Continued)

Comparison of the Per Cent of 7th Grade Pupils Achieving MEAP Reading Objectives, Detroit City-Wide, With Randomly Selected Sample of 7th Grade Middle School Students, October, 1978

Objective (Reading, Grade 7)	Per Cent Achieving Objective	
	Detroit Total (N=15,732)	Sample (N=207)
11. Choose selections alike in ideas expressed	43	55
12. Match quotation from story with speaker	59	73
13. Answer questions relating to sequence in stories	40	51
14. Choose answer best describing how character feels in story	42	52
15. Answer questions relating to motivation	52	64
16. Match causes with effects	48	59
17. Select meanings, generalizations, conclusions not expressed	46	54
18. Answer locational question about reference sources	66	71
19. Answer locational question about newspapers	50	60
20. Choose most appropriate conclusion for a story	56	61

Table XVI

Comparison of Per Cent, Chi Square and Significance
of Randomly Selected 7th Grade Students
Achieving MEAP Reading Objectives,
Pre-Test, October, 1978, and
Post-Test, May, 1979

Objective (Reading, Grade 7)	Per Cent Achieving Objective (N=207) October, 1978 Pre-Test	May, 1979 Post-Test	X^2	P
1. Match words with definitions	55	55	38	.00
2. Indicate phrases with same meanings	72	74	24	.00
3. Identify method of arranging data	62	64	51	.00
4. Alphabetize words through first 3 letters	87	86	23	.00
5. Indicate factual selections	87	88	8	.01
6. Indicate fictional selections	68	77	25	.00
7. Indicate author's purpose	58	64	60	.00
8. Indicate title most appropriate for selection	63	65	38	.00
9. Indicate pictures best describing main idea in selection	73	76	55	.00

Table XVI (Continued)

Comparison of Per Cent, Chi Square and Significance of Randomly Selected 7th Grade Students Achieving MEAP Reading Objectives, Pre-Test, October, 1978, and Post-Test, May, 1979

Objective (Reading, Grade 7)	Per Cent Achieving Objective		X^2	P
	October, 1978 Pre-Test	May, 1979 Post-Test		
	(N=207)			
10. Choose best summary of a selection	61	73	59	.00
11. Choose selections alike in ideas expressed	55	54	39	.00
12. Match question from story with speaker	73	69	35	.00
13. Answer questions relating to sequence in stories	51	62	34	.00
14. Choose answer best describing how character feels in story	52	51	29	.00
15. Answer questions relating to motivation	64	62	45	.00
16. Match causes with effects	59	65	51	.00
17. Select meanings, generalizations, conclusions not expressed	54	60	52	.00

Table XVI (Concluded)

Comparison of Per Cent, Chi Square and Significance of Randomly Selected 7th Grade Students Achieving MEAP Reading Objectives, Pre-Test, October, 1978, and Post-Test, May, 1979

Objective (Reading, Grade 7)	Per Cent Achieving Objective (N=207)			
	October, 1978 Pre-Test	May, 1979 Post-Test	X^2	P
18. Answer locational question about reference sources	71	84	30	.00
19. Answer additional question about newspaper	60	69	34	.00
20. Choose most appropriate conclusion for a story	61	71	34	.00

Table XVII

Comparison of the Total MEAP Reading Survey Results of a Randomly Selected Group of 207 7th Graders Covering 20 Reading Objectives on October, 1978, Pre-Test With May, 1979, Post-Test, By Regions

Region No.	Objectives No. 1-19	No. of Cases	Pre-Test Mean	Post-Test Mean	T-Value	df	P
1	1-19	29	13.655	13.413	0.29	28	ns
2	1-19	29	8.000	10.069	2.45	28	.02
3	1-19	30	17.933	18.633	1.95	29	ns
4	1-19	13	14.538	9.692	4.67	12	.00
5	1-19	31	13.709	14.612	1.04	30	ns
6	1-19	23	14.000	14.3913	0.04	22	ns
7	1-19	31	13.612	16.322	4.31	30	.00
8	1-19	21	7.381	8.381	1.04	21	ns

Table XVIII

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region I Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region I		
	1976	1977	1978	1976	1977	1978
1. Match words with definitions	34	43	46	29	34	42
2. Indicate phrases with same meanings	53	63	65	52	56	62
3. Identify method of arranging data	43	50	54	39	43	48
4. Alphabetize words through first three letters	66	77	77	71	76	76
5. Indicate factual selections	63	75	77	61	70	75
6. Indicate fictional selections	44	57	60	43	49	59
7. Indicate author's purpose	40	49	52	37	39	48
8. Indicate title most appropriate for selection	42	51	55	40	46	55
9. Indicate pictures best describing main idea in selection	52	64	66	53	58	64
10. Choose best summary of a selection	41	53	54	40	45	52

Table XVIII (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region I Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region I		
		1976	1977	1978	1976	1977	1978
11.	Choose selections alike in ideas expressed	34	40	43	29	35	39
12.	Match quotation from story with speaker	46	57	59	46	52	57
13.	Answer questions relating to sequence in stories	31	38	40	26	30	37
14.	Choose answer best describing how character feels in story	33	41	42	29	31	40
15.	Answer questions relating to motivation	39	51	52	38	45	51
16.	Match causes with effects	36	46	48	32	38	45
17.	Select meanings, generalizations conclusions not expressed	34	45	46	31	36	43
18.	Answer locational questions about reference sources	53	63	66	5k	56	63

Table XVIII (Concluded)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region I Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region I		
		1976	1977	1978	1976	1977	1978
19.	Answer locational questions about newspapers	41	46	50	37	36	43
20.	Choose most appropriate conclusions for a story	44	53	56	41	47	51

Table XIX

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 2 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 2		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	34	43	46	34	43	40
2.	Indicate phrases with same meanings	53	63	65	54	63	60
3.	Identify method of arranging data	43	50	54	43	51	51
4.	Alphabetize words through first three letters	66	77	77	66	75	74
5.	Indicate factual selections	63	75	77	66	76	72
6.	Indicate fictional selections	44	57	60	45	58	56
7.	Indicate author's purpose	40	49	51	41	50	47
8.	Indicate title most appropriate for selection	42	51	55	43	51	50
9.	Indicate pictures best decribing main idea in selections	52	64	66	55	65	60
10.	Choose best summary of a selection	41	53	54	41	53	51

Table XIX (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 2 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 2		
		1976	1977	1978	1976	1977	1978
11.	Choose selections alike in ideas expressed	34	40	43	34	41	36
12.	Match quotation from story with speaker	46	57	59	45	58	53
13.	Answer questions relating to sequence in stories	31	38	40	32	40	38
14.	Choose answer best describing how character feels in story	33	41	42	34	42	39
15.	Answer questions relating to motivation	39	51	52	42	52	46
16.	Match causes with effects	36	46	48	37	47	44
17.	Select meanings, generalizations, conclusions not expressed	34	45	46	35	46	40
18.	Answer locational questions about reference sources	53	63	66	54	63	60

Table XIX (Concluded)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 2 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 2		
		1976	1977	1978	1976	1977	1978
19.	Answer locational questions about newspapers	41	46	50	39	47	45
20.	Choose most appropriate conclusions for a story	44	53	56	44	53	52

Table XX

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 3 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 3		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	34	43	46	31	44	46
2.	Indicate phrases with same meanings	53	63	65	49	64	65
3.	Identify method of arranging data	43	50	54	39	51	56
4.	Alphabetize words through first three letters	66	77	77	66	78	78
5.	Indicate factual selections	63	75	77	57	76	77
6.	Indicate fictional selections	44	57	60	43	59	61
7.	Indicate author's purpose	40	49	52	37	51	51
8.	Indicate title most appropriate for selection	42	51	55	39	54	55
9.	Indicate pictures describing main idea in selections	52	64	66	48	67	66
10.	Choose best summary of a selection	41	53	54	36	57	54

Table XX (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 3 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 3		
		1976	1977	1978	1976	1977	1978
11.	Choose selections alike in ideas expressed	34	40	43	29	42	45
12.	Match quotation from story with speaker	53	57	59	42	59	58
13.	Answer questions relating to sequence in stories	31	38	40	29	39	40
14.	Choose answer best describing how character feels in story	33	41	43	31	42	42
15.	Answer questions relating to motivation	39	51	52	36	53	52
16.	Match causes with effects	36	46	48	33	46	48
17.	Select meanings, generalizations, conclusions not expressed	34	45	46	30	46	46
18.	Answer locational questions about reference sources	53	63	66	50	65	67

Table XX (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 3 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 3		
		1976	1977	1978	1976	1977	1978
19.	Answer locational questions about newspapers	41	46	50	39	47	51
20.	Choose most appropriate conclusions for a story	44	53	56	42	55	57

Table XXI

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 4 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 4		
	1976	1977	1978	1976	1977	1978
1. Match words with definitions	34	43	46	43	48	53
2. Indicate phrases with same meanings	53	63	65	59	66	71
3. Identify method of arranging data	43	50	54	52	55	60
4. Alphabetize words through first three letters	66	77	77	68	78	78
5. Indicate factual selections	63	75	77	70	78	82
6. Indicate fictional selections	44	57	60	51	63	67
7. Indicate author's purpose	40	49	52	49	56	59
8. Indicate title most appropriate for selection	42	51	55	49	54	60
9. Indicate pictures best describing main idea in selections	52	64	66	59	70	71
10. Choose best summary of a selection	41	53	64	48	56	59

Table XXI (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 4 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 4		
		1976	1977	1978	1976	1977	1978
11.	Choose selections alike in ideas expressed	34	40	43	41	44	48
12.	Match quotations from story with speaker	46	57	59	54	59	64
13.	Answer questions relating to sequence in stories	31	38	40	38	42	45
14.	Choose answer best describing how Character feels in story	33	41	42	40	47	49
15.	Answer questions relating to motivation	39	51	52	47	55	59
16.	Match causes with effects	36	46	48	44	50	54
17.	Select meanings, generalizations, conclusions not expressed	34	45	46	46	49	50
18.	Answer locational questions about reference sources	53	63	66	66	68	70

Table XXI (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 4 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 4		
		1976	1977	1978	1976	1977	1978
19.	Answer locational questions about newspapers	41	46	50	50	52	57
20.	Choose most appropriate conclusions for a story	44	53	56	56	58	61

Table XXII

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 5 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 5		
	1976	1977	1978	1976	1977	1978
1. Match words with definition	34	43	46	37	48	46
2. Indicate phrases with same meanings	53	63	65	53	65	66
3. Identify method of arranging data	43	50	54	45	53	56
4. Alphabetize words through first three letters	66	77	77	66	77	78
5. Indicate factual selections	63	75	77	63	79	77
6. Indicate fictional selections	44	57	60	47	61	63
7. Indicate author's purpose	40	49	52	44	54	55
8. Indicate title most appropriate for selection	42	51	55	44	54	56
9. Indicate pictures best describing main idea in selections	52	64	66	53	64	68
10. Choose best summary of a selection	41	53	64	43	56	58

Table XXII (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 5 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 5		
		1976	1977	1978	1976	1977	1978
11.	Choose selections alike in ideas expressed	34	40	43	35	43	46
12.	Match quotation from story with speaker	46	57	59	48	59	60
13.	Answer questions relating to sequence in stories	31	38	40	33	41	41
14.	Choose answer best describing how character feels in story	33	41	42	35	45	45
15.	Answer questions relating to motivation	39	51	52	42	53	54
16.	Match causes with effects	36	46	48	38	49	52
17.	Select meanings, generalizations, conclusions not expressed	34	45	46	36	48	47
18.	Answer locational questions about reference sources	53	63	66	55	66	68

Table XXII (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 5 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 5		
		1976	1977	1978	1976	1977	1978
19.	Answer locational questions about newspapers	46	42	50	44	51	54
20.	Choose most appropriate conclusions for a story	44	53	56	45	55	58

Table XXIII

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 6 Who Attained Each Reading Objective, October 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 6		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	34	43	46	31	41	46
2.	Indicate phrases with same meanings	53	63	65	49	61	66
3.	Identify method of arranging data	43	50	54	38	48	53
4.	Alphabetize words through first letters	66	77	77	64	75	77
5.	Indicate factual selections	63	75	77	63	73	77
6.	Indicate fictional selections	44	57	60	42	54	61
7.	Indicate author's purpose	40	49	52	37	46	51
8.	Indicate title most appropriate for selection	42	51	55	39	48	54
9.	Indicate pictures best describing main idea in selections	52	64	66	49	62	67
10.	Choose best summary of a selection	41	53	64	37	51	53

Table XXIII (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 6 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 6		
		1976	1977	1978	1976	1977	1978
11.	Choose selections alike in ideas expressed	34	40	43	31	38	40
12.	Match quotation from story with speaker	46	57	59	41	56	59
13.	Answer questions relating to sequence in stories	31	38	40	21	36	41
14.	Choose answer best describing how character feels in story	33	41	42	29	38	40
15.	Answer questions relating to motivation	39	46	48	32	45	47
16.	Match causes with effects	36	46	48	32	45	47
17.	Select meanings, generalizations, conclusions not expressed	34	45	46	30	43	47
18.	Answer locational questions about reference sources	53	63	66	51	60	68

Table XXIII (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 6 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 6		
	1976	1977	1978	1976	1978	1979
19. Answer locational questions about newspapers	41	46	50	39	45	54
20. Choose most appropriate conclusions for a story	44	53	56	42	52	58

Table XXIV

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 7 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 7		
		1976	1977	1978	1976	1977	1978
1.	Match words with definitions	34	43	46	35	43	47
2.	Indicate phrases with same meanings	53	63	65	52	64	66
3.	Identify method of arranging data	43	50	54	44	50	55
4.	Alphabetize words through first three letters	66	77	77	66	75	75
5.	Indicate factual selections	63	75	77	60	73	78
6.	Indicate fictional selections	44	57	60	45	55	61
7.	Indicate author's purpose	40	49	52	40	48	54
8.	Indicate title most appropriate for selection	42	51	55	43	50	55
9.	Indicate pictures best describing main idea in selection	52	64	66	52	64	70
10.	Choose best summary of a selection	41	53	64	40	53	58

Table XXIV (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 7 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 7		
	1976	1977	1978	1976	1977	1978
11. Choose selections alike in ideas expressed	34	40	43	35	39	46
12. Match quotation from story with speaker	46	57	59	46	56	62
13. Answer questions relating to sequence in stories	31	38	40	32	38	42
14. Choose answer best describing how character feels in story	33	41	42	34	43	43
15. Answer questions relating to movtivation	39	51	52	40	49	55
16. Match causes with effects	36	46	48	38	46	49
17. Select meanings, generalizations,						
18. Answer locational questions about reference sources	53	63	66	51	61	66

Table XXIV (continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 7 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 7		
	1976	1977	1978	1976	1977	1978
19. Answer locational questions about newspapers	41	46	50	42	45	52
20. Choose most appropriate conclusions for a story	44	53	56	47	54	57

Table XXV

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 8 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 8		
	1976	1977	1978	1976	1977	1978
1. Match words with definitions	34	43	46	28	35	41
2. Indicate phrases with same meanings	53	63	65	48	58	62
3. Identify method of arranging data	43	50	54	38	46	50
4. Alphabetize words through first three letters	66	77	77	66	74	79
5. Indicate factual selections	63	75	77	61	71	75
6. Indicate fictional selections	44	57	60	39	51	56
7. Indicate author's purpose	40	49	52	35	42	48
8. Indicate title most appropriate for selection	42	51	55	36	47	54
9. Indicate pictures best describing main idea in selections	52	64	66	48	58	63
10. Choose best summary of a selection	41	53	64	36	47	51

Table XXV (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 8 Who Attained Each Reading Objective, October, 1976-1978

Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
	City-Wide			Region 8		
	1976	1977	1978	1976	1977	1978
11. Choose selections alike in ideas expressed	34	40	43	29	37	41
12. Match quotation from story with speaker	46	57	59	43	52	56
13. Answer questions relating to sequence in stories	31	38	40	26	32	35
14. Choose answer best describing how character feels in story	33	41	42	27	36	38
15. Answer questions relating to motivation	39	51	52	35	45	48
16. Match causes with effects	36	46	48	3k	40	44
17. Select meanings, generalizations, conclusions not expressed	34	45	46	28	38	43
18. Answer locational questions about reference sources	53	63	66	46	57	6I

Table XXV (Continued)

Comparison of the Per Cent of Grade 7 Pupils in Detroit City-Wide With Those in Region 8 Who Attained Each Reading Objective, October, 1976-1978

	Objective (Reading, Grade 7)	Per Cent of Pupils Attaining Objective					
		City-Wide			Region 8		
		1976	1977	1978	1976	1977	1978
19.	Answer locational questions about newspapers	41	46	50	34	38	45
20.	Choose most appropriate conclusions for a story	44	53	56	39	49	53

DORT Teacher Implementation

In an attempt to ascertain to what extent the teachers using the DORT program actually implemented various aspects of the procedures, the Project Director in the Spring of 1979 administered a nine question opinionaire to some 1900 instructors in the Detroit schools. The respondents were asked to react to the statements on the instrument on a four point scale including the positions of Strongly Agree, Agree, Disagree or Strongly Disagree.

The results of this survey are expressed in percentage terms in Table XXVI. They show that as another indicator of the success or failure of the DORT reading program those teachers most intimately involved with it either Strongly Agree or Agree that it has been successful. While there is an indication of Partial Disagreement or Strong Disagreement in some of the areas about which the respondents were questioned, the overall results indicate general satisfaction with most aspects of the program.

One of the more interesting comparisons revealed by this Table is that of question number 8 in which the participants were asked to evaluate the helpfulness of the DORT homework and Television Series to students.

A total of 45 per cent felt it to be helpful, but fifty-five per cent disagreed or strongly disagreed as to its worth. Oviously, here are two aspects of the program that will bear intensive re-examination in terms of their applicability and usefulness as aids to improved reading.

A most positive aspect of the DORT program was the large percentage of the 1900 respondents who felt by 84 per cent strong agreement or agreement that the assistance provided by the Reading Specialists was adequate and helpful. Since these Specialists are a vital part of the reading program, it was apparently evident that their functionings were vital to the success of the project as viewed by the classroom participants utilizing their services.

Since reading has become such a problem in most of the country's school systems, particularly in the large urban cities, it was most heartening to see that the Detroit DORT program was apparently being well received by its clients, namely, the children involved in its multifarious activities.

When asked if the students enjoyed the format of DORT, the 1900 respondents indicated by a total of sixty-three per cent that they strongly agreed or agreed with this aspect of the program. In addition, a total of seventy-three

per cent expressed the opinion in the survey that they strongly agreed or agreed that overall the DORT program had been helpful to their students.

Again, a total of seventy-two per cent of the respondents strongly agreed or agreed that the DORT instructional material was helpful in teaching to the individual needs of students, and a total of seventy-two per cent also attested to the fact that the information included on the student profiles was helpful to the students, teachers and parents in terms of teacher strong agreement or agreement with this statement when asked to react.

Obviously, the classroom teachers who are the ones who have to work with the DORT program on a day-to-day basis seem to feel that it is successful as witnessed by their positive answers, in general, to the opinion survey conducted by the Project Director in the Spring of 1979. Inasmuch as the results of the reading tests as shown by the MEAP results also show, in general, that there has been a steady improvement upward in the past three years, it can be readily concluded that the DORT program is achieving positive reading results and should not only be continued in the Detroit Public School system, but probably expanded, particularly in the high school grades where

reading is still a problem with many of the city's secondary school population.

Table XXVI

Summary of Responses of DORT Implementation Activities
As Given by 1900 Teachers In Per Cents
for 1978-1979

Survey Question	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1. The DORT tests were helpful in assessing the individual needs of my students.	16%	63%	16%	5%
2. The DORT instructional material was helpful in teaching to the individual needs of my students.	14	58	18	10
3. The uniformity of DORT including the transfer of student data and records was helpful.	8	52	22	18
4. The information included on the student profiles was helpful to the students, teachers, and parents.	7	65	19	9
5. The assistance provided by the Reading Specialists was adequate and helpful.	24	60	10	6
6. The DORT Practice Tests were helpful in preparing my students for the IOWA Tests.	19	55	17	9

Table XXVI (Continued)

Summary of Responses of DORT Implementation Activities as Given by 1900 Teachers in Per Cents for 1978-1979

Survey Question	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
7. The students enjoyed the format of DORT.	13	50	28	9
8. The DORT Homework and Television Series was helpful to my students.	9	36	33	22
9. Overall the DORT Program has been helpful to my students.	10	63	18	9

Home Curriculum Program: Specialists and Assistants

The third sub-component of the Detroit reading thrust program involves the use of Home Curriculum Specialists and Assistants whose primary activity is to help parents understand how to help their children with reading, using individually prepared materials. To assist in this task, two Home Curriculum Specialists have been assigned to each Region. Each Home Curriculum Specialist is assisted by Home Curriculum Assistants assigned to middle schools.

Recognizing the importance of the parents and home in the learning process, the Home Curriculum Specialists and Assistants work with parents toward: 1. getting better parent participation in their child's learning process; 2. helping parents become more aware of their child's development; 3. helping parents to develop a home environment in which parent and child will enjoy participating.

The Home Curriculum staff, working with local school and regional staff personnel, hoped to accomplish three main objectives: 1. To train staff and parents in methods to upgrade reading skills through the use of Home Learning Centers; 2. to develop greater understanding and support of the project by school staffs and community; 3. To establish closer bonds between home and school through the creation of

Parent Teams.

Home visitations are made by Teacher Specialists and Assistants. A close interrelationship between home, teacher and student is developed for the purpose of reviewing instructional objectives, use of materials, and home tutoring with their children. Each parent receives a checklist of services offered for assessment of their needs.

A community Network Design has been developed by the Specialists. The design identifies the physical resources within each school area (e. g. schools, churches, meeting places, recreational facilities, government agencies, transportation, block club presidents and the like).

In addition, there is a Parent Activity Room in most of the middle schools. This room contains a wide variety of materials in such areas as reading skills, practical life skills, parenting skills, community resources, communication skills and testing.

The Home Curriculum Staff provides training for parents. These workshops are conducted in homes, schools, churches or at other locations in the community.

Parent Teams are established at each middle school, for example. The team consists of parents of the target population and other interested person. The Teams work

closely with Home Curriculum Specialists and Assistants to meet the goals and objectives of the Home Curriculum Program.

The Specialists and Assistants are responsible for special supervision of the target population either individually or in small groups. These students will receive additional special or remedial instruction in reading, mathematics or other subject area courses. This additional material is in the form of homework assignments to reinforce classroom instruction.

In summation, then, the main objective of the Home Curriculum Program in the Detroit Public Schools is to provide assistance through home curriculum activities designed to support and reinforce the middle schools' thrust toward an individualized reading program based on the diagnostic/ prescriptive teaching process.

An overall view of the tremendous activities engendered by the Home Curriculum Program may be seen when reviewing the following statistical data for the 1978-1979 school year in terms of the persons involved in the following activities:

1978-1979 Home Curriculum Program Activity:	Number of Persons Involved in Each Activity:
Home Visits	6,826
School Meetings	7,321
Workshops	5,672
DEPTH (Detroit's Effective Parenting Thrust)	1,201
Shared Experiences	3,127
DYET (Detroit Youth Effective Training)	6,272
Community Contacts	27,246
City-Wide Parent Rally	631

A further review of the past year's highlights indicates that the outstanding Home Curriculum Program event was the City-Wide Parent Rally at which a total of 631 persons were in attendance.

In addition to the highly successful rally, there was a definite increase in home visitations over the previous year.

Another key activity sponsored by the program were the numerous workshops held on such topics as the following:

Nutrition Caravan
Establishing Home Learning Center
Tutoring
Christmas Make and Take
Drugs and Your Child
Sexual Child Abuse
Parent Guide
Make and Take
Let's Read
Home Curriculum Bicultural
MEAP Orientation

Bilingual/Parent
DORT
DEPTH
Local School Staff Orientation
Advisory Councils
Competency Based Promotion
Testing Orientation
High Blood Pressure
"Image Books"
Values Clarification
DORT Drama/Homework

Classes for parents were also held in reading/writing, mathematics, crocheting and sewing classes, parents as sex educators and classes for parents wishing to get their General Education Development (GED) certificates.

Field experiences involving both parents and students were taken to such varied locations as Detroit's Renaissance Center, Institute of Arts, Public Library, Music Hall, Fisher Theatre, Historical Museum, as well as to Greenfield Village in Dearborn, to Lansing and Frankenmuth, Michigan, and to Windsor, Ontario, via both the tunnel and the bridge.

In addition to these multifarious activities the following technical assistance was rendered by program staff including consultive services in Los Angeles, California, at the National Coalition of ESAA Title I Parents; the Maryland State Department of Education's Coalition of Title I parents; Region 8's Competency-Based Promotion

Education Workshop and Mid-Year Conference; Michigan Association of Middle School Educators' Conference, again, working on parent effectiveness; Northwestern Senior High School Advisory Council Inservice; Jones Elementary School Advisory Council Inservice; Article 3 Teachers of Region 4; conducted paraprofessional inservice sessions at the Breitmeyer Elementary School, Leland, Oakman, and White Orthopedic Schools, Metzner School of Objservation and Poe Trainable Center.

While the Home Curriculum Program was functioning at a high level on a city-wide basis in terms of the persons involved and the many activities in which there was participation, the individual Regions were also extremely active at the middle school level. The combination of home, school and community together with the entire DORT program has given Detroit a unique set of strategies and techniques to assist in bringing about the definite, steady improvement in reading scores both on a city-wide, regional and individual school basis.

In a further effort to analyze the success or failure of the Home Curriculum Program, the project evaluator administered a questionnaire survey involving 21 items at a city-wide meeting of Home Curriculum Assistants in May, 1979,

specifically seeking to elicit responses as to their job duties and responsibilities as well as their suggestions and/or recommendations for improving the program. They were also asked to indicate what they considered the greatest needs of the program to be and to supply any additional comments they might wish to make.

A total of 79 Assistants responded to the instrument and the results are tabulated in Table XXVI. Generally speaking, their responses were favorable towards the project.

Two discordant notes emerged, however, that must be commented upon for the conduct of the program. First, 29 of the 79 respondents or thirty-seven per cent indicated that they had been used as substitute teachers in their individual school buildings. This, of course, is illegal for non-certified personnel may not be used to teach classes under Michigan State law. It is unfortunate that Detroit has not resolved the problem of securing adequate substitute teachers, but paraprofessionals should never be forced into teaching service however had pressed the local school administrator may be in terms of daily need.

Secondly, a significant number of Assistants are used as hall monitors, lunchroom supervisors and allied activities.

Again, this is not part of their basic responsibilities and restricts the time they should be spending working with students, teachers, home and community to improve reading scores, not to be local school factotums.

Table XXVII

Home Curriculum Assistants' Responses to Survey Questionnaire Regarding Job Duties and Responsibilities
May, 1979

Survey Questions N=79	Number of Responses Yes	Per Cent of Responses %
1. Have you as Curriculum Assistant made home visits?	74	94%
2. Has a workshop for parents been conducted in your school?	61	77
3. Have parents in your school participated in Home Curriculum Workshops at the Region or in other locations?	75	95
4. If no workshop has been held as yet in your school, are there plans for a parent training workshop before the end of school year?	13	16
5. Does your school have a Home curriculum Parent Activity Room?	58	73
6. Has a Community Network Design been developed for your school and shared with the community?	57	72
7. Have you and/or your Home Curriculum Specialist made community contacts other home visits in your school area?	68	86

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire
Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
8. If the answer to No. 7 is "Yes" please list such types of community contacts:			
Type of Contact			
a. Operation PUSH		3	4
b. Harmony Village		3	3
c. TV station		1	1
d. Good baskets		1	1
e. Telephone		9	18
f. Nursery schools		3	4
g. Focus HOPE		6	8
h. Recreation Centers		3	4
i. Nutrition Workshops		3	4
j. Libraries		10	13
k. Schools		17	21
l. Shopping Centers or Stores		18	22
m. Letters and/or fliers		10	13
n. Neighborhood City Hall		1	1
o. Churches		42	52
p. Senior Citizens' Building		2	2
q. Detroit Police Department		4	5
r. Butzel Family Center		5	6
s. Salvation Army		3	4
t. Providence Hospital		1	1
u. Community Councils, Centers, Clincs		17	21
v. Nursing Homes		9	11
w. Detroit Ford Hospital		1	1
x. Block Clubs		4	5
y. Henry Ford Hospital		1	1
z. Franklin Settlement		1	1

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire
Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
8. Continued listing of types of community contacts by Assistants:			
Type of Contact			
a'. T.A.P.E. Center		5	6
b'. Y.M.C.A.		1	1
c'. Various Workshops		8	10
d'. Detroit Historical Museum		1	1
e'. Mother Waddles Organization		1	1
9. Has the Home Curriculum Program been discussed with your local school teaching staff?		75	95
10. Have you been used as a substitute in your building?		29	37
11. If the answer to No. 10 is "Yes", how often and when was the last time you were used as a substitute in your building?		Left blank by most respondents even when used as a substitute	
12. Are you making home visits?		67	84
13. Are you working with the target children in DORT?		63	80
14. Are you required to work as a hall monitor?		43	54

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire
Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
15.	If "Yes", approximately how many minutes a day are you monitoring?		
	a. 15-20 minutes daily	11	14
	b. 25-30 minutes daily	12	15
	c. 40-45 minutes daily	6	8
	d. 1 hour daily	6	8
	e. 2 hours daily	3	4
	f. 3 hours daily	2	2
16.	Are you required to take lunch duty?	14	18
17.	If "Yes", how many minutes per day?		
	a. 45 minutes	2	2
	b. 1 hour	9	11
	c. 1½ hours	1	1
18.	What do you feel are the most significant contributions of the Program?		
	a. Getting parental participation and involvement,	52	66
	b. Helping children in many areas as skill mastery, tutoring etc.,	35	44
	c. Parental workshops and rallies, field trips,	29	37
	d. Home visitations with resultant parent contacts,	16	20
	e. Working with teachers and administrators,	4	5

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire
Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
18. Most significant contributions continued:			
f.	Community contacts of all types,	4	5
g.	Good relationships between Aides and Specialists,	3	4
h.	Assisting parents in bringing and assisting with homework,	2	2
i.	Acting as liaison between parents, child and school,	2	2
j.	One-to-one contact with students,	2	2
k.	Getting parents to come to school,	1	1
l.	Teaching bilingual parents to read and write.	1	1
m.	Improving the image of Detroit schools for Detroit cares,	1	1
n.	Inservice training for Assistants.	1	1
o.	Willingness and support of the principals.	1	1
p.	Sharing experiences.	1	1
q.	Understanding child behaviors and misbehaviors.	1	1
r.	Weekly call to parents.	1	1
s.	Students being able to call or visit you at school or home,	1	1
t.	When a child is excluded, the Assistant's help in contacting the home results in better communication.	1	1
u.	Suggestions for better learning skills.	1	1

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
19. What do you feel are the greatest needs for the Program?			
a.	Getting more parental participation and involvement.	29	37
b.	A room with telephone or a telephone in present room for use in the Program.	21	43
c.	More Parent Workshops.	15	19
d.	Having enough materials available.	12	15
e.	More time allowed out of the building for home visitations and community contacts.	7	8
f.	Need more help from teachers.	7	8
g.	More time allowed for many aspects of Home Curriculum business,	7	8
h.	Having some principals and teachers,	6	8
i.	More money for Assistants, for field trips etc,.	5	6
j.	Helping students improve themselves through increased reading and other skills	5	6
k.	Better pay for Assistants	5	6
l.	Achieving better understanding between H.C.O. and local school.	4	5
m.	More training for assistants,	4	5
n.	Reaching the total community.	4	5
o.	Paid college tuition for Assistants.	3	4

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
19. Greatest needs continued.			
p.	Hire Assistants who have cars available.	2	2
q.	Parent Resource Room.	2	2
r.	Having some funds at Assistnats' disposal.	1	1
s.	Room for tutoring at local school.	1	1
t.	Don't use Assistants to discipline students,	1	1
u.	Mileage payments for Assistants with cars.	1	1
v.	Assistants need to make more home visits.	1	1
w.	More contact with students other than DORT which hinders your working as closely as possible with students because of the time involved. Parents have thus complained.	1	1
x.	More evening workshops for working parents.	1	1
y.	More parent-child field trips.	1	1

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire Regarding Job Duties and Responsiblities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
20.	What are your recommendations for improving the Program?		
a.	More Workshops.	11	14
b.	More Evening Workshops.	2	2
c.	More cooperation from school administration.	4	5
d.	Getting parents to take an interest and to come to school.	4	5
e.	Spend more time with parents at home visits.	4	5
f.	A room in local school for parent use.	3	3
g.	Better instruction and communication from specialists.	3	3
h.	More money for improved operations.	3	3
i.	Funds to allow Assistants to improve instructions.	3	3
j.	Hire Assistants with cars.	3	3
k.	Achieve better understanding between H.C.O. and local school administration.	2	2
l.	More time to contact parents.	2	2
m.	More training for Assistants.	2	2
n.	Make funds available for educational trips for parents.	2	2
o.	Higher wages and mileage for Assistants.	2	2
p.	More materials to work with.	1	1
q.	More visitation days.	1	1
r.	More frequent testing of children to achieve progress	1	1

Table XXVII (Continued)

Home Curriculum Assistants' Responses to Survey Questionnaire Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses %
20. Recommendations for improving the Program continued.			
s. Allow the Assistants more authority.		1	1
t. Compensatory time for those home visits made.		1	1
u. Less repeated Workshops.		1	1
v. Eliminate some of the bosses.		1	1
w. Eliminate some of the paperwork.		1	1
21. Feel free to add any additional comments regarding the Program:			
a. I have really enjoyed the Program this year especially the parent contacts. It gives me a warm feeling to know that I am helping someone. I think the concepts of the Program are a benefit to the parents and community. It also improves the image of the Detroit Public Schools. It shows that the schools care about their children's achievement.		1	1
b. I have really enjoyed working with all the people in the Home Curriculum Program.		1	1

Table XXVII (Concluded)

Home Curriculum Assistants' Responses to Survey Questionnaire Regarding Job Duties and Responsibilities
May, 1979

Survey Questions	N=79	Number of Responses Yes	Per Cent of Responses
21. Additional comments continued.			
c.	I feel that if most of the parents would open up their doors and allow us to come into their homes and get to know them along with their children that we could do a much more effective job together. Hopefully, another year we can be more successful.	1	1
d.	I find that most parents work during school and want some kind of help for their children.	1	1
e.	My principal said this Program has brought more parents to school than any other Program.	1	1
f.	DORT stinks! I see no beneficial function other than to keep our children in constant confusion. It leaves us with our hands tied. Frankly, I'm tired of the teachers and parents complaining about DORT to the Assistants. Why aren't they taking their complaints elsewhere?	1	1

In addition to the problems enumerated by the Home Curriculum Assistants in Table XXVII, the program director also indicated a somewhat similar list of difficulties faced in her 1978 - 1979 Annual Report to the local Office of City-Wide Reading. She listed the following as problems faced:

1. Home Curriculum Assistants- absenteeism, replacements and mileage payments for those with cars.
2. Bussed in students- difficult for parents to get to meetings at local school.
3. Available space in local school for Parent Activity Room.
4. Telephone availability in local schools.
5. Materials unaccounted for in local schools.
6. Home Curriculum Assistants assigned tasks by local school administrators not related to Home Curriculum Program.
7. Lack of secretarial help.
8. Lack of support from local school administrators.
9. Develop and implement unique Home Curriculum Program activities for parents.
10. Encouraged parents to monitor their children's school work.
11. Continue to train Home Curriculum Assistants and Specialists.
12. Continue to develop positive communication between the school and community.
13. Develop more activities to upgrade parents' basic reading and communication skills.
14. Identify a cadre of parents in each middle school to help students and other parents with reading.
15. To involve more students in DYET sessions.
16. Train Home Curriculum Assistants to conduct DEPTH workshops.
17. Continue to involve parents of fifth graders.

One of the principal items on the agenda for the Home Curriculum Specialists meeting held in May, 1979, at which the

previously reported questionnaire was administered, was the summary given by each Region as to what had been accomplished.

The following comprehensive listing of sample Regional activities undertaken, workshops held, field trips taken and allied pursuits will yield a further overall indication that project objectives were achieved and total progress made.

Summary by Regions of Home Curriculum Activities Undertaken As Reported by Home Curriculum Assistants by Regions for 1978-1979

Region Number:	Activities Undertaken In Region:
1	Workshops were held with multi-cultural groups: Latino, Black and Polish. Assisted with some home family problems upon special request from parents; took one parent to hospital when requested. Curriculum Specialist and Assistant visited homes as a team. One parent reported excellent results at home as the result of things learned in a workshop on coping strategies. Assistant and Specialist worked with groups of students on improving attendance. Homeswere contacted and letters sent. Bi-lingual Assistant worked with 32 parents and 47 students. Also worked with La Sed and a Puerto Rican Club. Assistant acted as a translator in court for a Latino parent ticketed for a violation of Detroit's garbage ordinance.
2	Held a series of eight parenting workshops. While attendance was small, the results were good. Good rapport was achieved with the attending parents. Definitely a growth experience for parents, Specialist and Assistants.

Region Number:	Activities Undertaken In Region:
2 (Concluded)	Parents were taken to Greenfield Village and the Henry Ford Museum. In addition, hygiene workshops were held; exercise classes; a film festival was also held. Trips were taken to Ludington News Company and books and book racks obtained. Attended Councilman Clyde Cleveland's Day. Took some parents to P. T. A. events in Kalamazoo and Lansing, Michigan.
3	Made good home visits. Worked with one mother who had incest in the family. Gave counsel. Lifted her spirits. Visited: Art Institute; "Annie" at the Fisher Theatre; Detroit Police Department; "Kelly and Company" on Channel 7-WXYZ TV. Workshops Held: Parenting; Sexual and Child Abuse; Narcotics and the Child in Conjunction with the Police Department; Craft Workshops. Approximately 100 people attended a Nutrition Demonstration Caravan.

Region Number:	Activities Undertaken In Region:
3 (Concluded)	Students from the Tappan Middle School go weekly to a nursing home and read to patients. DORT on Monday, Wednesday, Friday; Trips, Tuesday and Thursday.
4	A total of four CPR workshops were held in middle schools involving students and staffs.
	Workshops Held: DEPTH; Craft Workshops; Workshop at Mercy College of Detroit attended by parents, Specialist, Assistant, Region Board members, and Region Region Superintendent.
	Visits Made: Detroit Science Center; ill parents in the hospital; sick children given home instruction.
	Attended Nutrition Demonstration Caravan. Involved in "Let's Read" Program. Attended a program at the Murphy Middle School featuring State Senator Jack Faxon.
	Christmas boxes given to needy families
	Students taken on visits to courts, City-County Building and other locations.
5	DEPTH Program; Parenting Program-worked on communication skills, better family relationships, worked on personal growth

Region Number:	Activities Undertaken In Region:
5 (Concluded)	Took a field trip to Detroit Science Center. Attended an evaluation session at Mercy College of Detroit. Assistants reported as doing yeoman work in contacting parents. One Assistant reported that a parent register is kept in school. Parents are contacted re: student tardiness. A Resource Room is available to parents.
6	Program reported as starting slow but built up as time progressed. Field Trips: 250 parents went to Frankenmurth; 5 busloads of parents and students went to Lansing; "Kelly and Co." on Channel 7-WXYZ-TV. A Drug Abuse Workshop was held. Nutrition Caravan was well attended. Local parent workshops held in schools and attended by administration and staff. Student volunteer program working out with Senior Citizens. Students take lunches to them, and make banking trips for them. Had home visitations and helped solve family problems.

Region Number:	Activities Undertaken In Region:
7	Many parents attended city-wide rally in the fall. Set up resource rooms in several schools, three with telephones. Trips Taken: Dossin Maritime Museum, Renaissance Center. DEPTH Session held. Region picnic held. Humanities Festival held. Region 7 Community Relations meetings well attended with much parent participation. Foodarama Workshop held on how reading can help with nutrition. 25-30 home visits a day are made in some instances. Assistants work with students in school. Material is pre-packaged on student so Assistants and Specialists can discuss individual cases with parents. Sometimes several parents meet to consider children's problems. A Christmas Dance was held with proceeds to partially finance distribution of Christmas baskets for needy families. Clothing obtained for needy students; glasses obtained in one case.

Region Number:	Activities Undertaken In Region:
7 (Concluded)	Assistants get lists of names of say 5-6 students from local English teachers. These are students having trouble with the language. Specialists and Assistants work our programs to assist these students and send them home for parent assistance.
8	Worked with the School for Pregnant Girls. Workshops Held: Quilting; Ice Cream; Child Abuse (30 people attended); Nutrition. Trips Taken: Kettering High School's Cosmetology class; Ella Fitzgerald at Music Hall; 225 students to Science Center. Sewing Class for parents in one, instructed by two parents.

In addition to the summaries given by the Regional Home Curriculum Specialists, a particular feature of the May 18th meeting was a roundtable discussion held by a group of parents from all the Regions. These parents listed the following values and advantages received from participation in the Home Curriculum Program as follows:

Parental Values Gained from Home Curriculum Program

1. Learned more on how to handle the daily problems of living.
2. The sharing of family problems was valuable.

Parental Values Gained from Home Curriculum Program

3. Learned how to help children.

4. Has improved child's progress in school.

5. One mother of 13 said: "A good Program. I liked the workshops. Very helpful. Good."

6. One mother who had been in the Flint program and then moved to Detroit listed the following values from the Home Curriculum participation:

   a. Gives the child individual attention.
   b. Teaches the parent how to work with the child instead of trying to change the system.
   c. Teaches understanding of behavior and respect.
   d. Allows children to grow as the parent learns more about child growth and development.
   e. Learned to listen to the child.
   f. Learned to prioritize the home and child's needs as the result of the Home Curriculum Program.

7. Taught parents usable skills in working with children.

8. One former "D" student is now a "B" student as the result of the work of a grandparent and the Home Curriculum Assistant. The Program is "beautiful".

9. DEPTH Programs and Parenting Workshops help restore the values of family life and survival skills in a time of turbulence.

10. "One of the best things that ever happened to the Detroit schools," summarized one mother.

It was heartwarming, indeed, to hear the parents who were directly involved with the Home Curriculum phase of the DORT program speak so enthusiastically of its operation.

Again, by any criterion used to measure the success or failure of the entire DORT program, particularly the Home Curriculum portion, the conclusion is obviously one of successful operation in assisting the school, the home, the parents, the teachers, the administrators to all work together to make sure that Johnny and Mary can read!

Thoughts on the Place of Reading In the Scheme of Things Educationally Philosophical

Centuries ago, Francis Bacon sounded the tocsin when he said, "Reading maketh the full man!" Of course, today one would have to add the "full woman", as well. Perhaps Bacon's dictum should be expanded to declare that "Reading maketh the full person!"

This is particularly true in terms of determining the basic essentials of education as they occur in today's complex technological milieu. In a word, society must reaffirm the value of a balanced education.

This was the conclusion of several professional organizations in 1978 when they circulated a statement on the essentials of education among a number of professional associations whose governing boards endorsed the statement and urged that it be called to the immediate attention of the entire education community, of policy makers and of the public at large.

These associations included the International Reading Association, the National Association of Elementary School Principals, the National Council of Teachers of English, the National Council for the Social Studies, the National Council of Teachers of Mathematics, the National Science Teachers Association, the Speech Communication Association, The Association for Supervision and Curriculum Development, the American Council on the Teaching of Foreign Languages, the Music Educators National Conference, and the National Art Education Association.

All of these educators agreed that the overarching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs. The development of such citizens depends not only upon education for citizenship, but also upon other essentials of education shared by all subjects.

It is as Marcus Aurelius observed in his famous Mediations: "When they came to Socrates and asked him if he was a citizen of Athens or of Sparta, he ostensibly replied: 'Neither, I am a citizen of the world!"

The interdependence of skills and content is the general concept of the essentials of education. Skills and abilities

do not grow in isolation from content. In all subjects, students develop skills in using language and other symbol systems and they develop the ability to reason as well as undergoing experiences that lead to emotional and social maturity. Students master these skills and abilities through observing, listening, reading, talking and writing about science, mathematics, history and the social sciences, the arts and other aspects of our intellectual, social and cultural heritage. As they learn about their world and its heritage they necessarily deepen their skills in language and reasoning and acquire the basis for emotional, aesthetic and social growth. They also become aware of the world around them and develop an understanding and appreciation of the interdependence of the many facets of the world.

More specifically, the essentials of education include the ability to use language, to think, and to communicate effectively; to use mathematical knowledge and methods to solve problems; to reason logically; to use abstractions and symbols with power and ease; to apply and to understand scientific knowledge and methods; to make use of technology and to understand its limitations; to express oneself through the arts and to understand the artistic expressions of others; to understand other languages and cultures; to

understand spatial relationships; to apply knowledge about health, nutrition, and physical activity; to acquire the capacity to meet unexpected challenges; to make informed value judgements; to recognize and to use one's full learning potential; and to prepare to go on learning for a lifetime.

Such a definition calls for a realization that all disciplines must join together and acknowledge their interdependence. At the very heart and soul of such an intertwining must stand the basic skill of reading without which such intermingling will not take place. It behooves all within the educational profession to join with other segments of society as legislators, school boards, parents, students, workers' organizations, businesses, publishers, and other groups and individuals with an interest in education. All must now participate in a coordinated effort on behalf of society to confront this task, for <u>everyone</u> has a stake in the essentials of education, in general, and in the thrust for improvement in reading skills and abilities, in particular.

It is important, also, to realize that many of the so-called American "Great Cities" such as Detroit with its DORT Program and others with similarly researched studies are attempting to pinpoint the factors that bring about improvement

in reading achievement. One such study was recently conducted in the City of Brotherly Love, Philadelphia, and might appropriately be called The Philadelphia Reading Story.

The Philadelphia Reading Story

Authored by the Federal Reserve Bank of Philadelphia and the local school system, a reading study recently completed and reported on in Pre Post Press, a publication of school evaluation and program development of the American Educational Research Association, for September, 1979, indicated that there are certain critical factors involved in improving reading achievement in elementary schools.

The extensive study looked at almost a half million variables in the growth in reading achievement of 1, 828 Philadelphia fourth graders, and found four factors that appear to directly improve reading achievement as follows:

1. A combination of phonetics and the old "Dick and Jane" basic approach was superior to any other method of reading instruction in contributing to pupils' achievement growth.

2. Principals of elementary schools, who were former reading professionals, were better able to motivate their teachers; and, therefore, pupils in such schools showed more reading growth than did pupils from other schools.

3. The pupils learned less the more time the classroom teacher spent away from direct interaction with the pupils, that is, when the teachers were absent or when the teachers were involved in inservice training or when the teachers were using reading aides.

4. A combination of whole class instruction and small group instruction with the remainder of the class involved in silent reading seemed to provide the situation for more learning growth in reading.

One controversial result appeared, however, namely, that class size contributed to improvement in that larger classes showed more reading growth than pupils in smaller classes. No final reasons emerged for this phenomenon, but it was theorized by the researchers that the larger classes showed greater growth because teachers in these situations were forced to instill more discipline, and, therefore, prescribed more silent reading which appeared to positively affect reading achievement.

The study also pinpointed many factors that make no difference in improvement in reading. Some of these were as follows:

1. Study mobility and busing

2. Extent of education and administrative experience of the principal.

3. The number of graduate courses in reading taken by the teacher and the teacher's experience.

4. Professional preparation and experience of the reading teacher.

5. The time spent on reading instruction and whether the instruction was in the morning or the afternoon.

As the result of the extensive cross validation procedures used in the study, the Philadelphia researchers were convinced that the findings were solid and valid.

It is apparent that the study of reading and its instructional technologies is one of continuous change of improvement, of new directions, of new methods, of new strategies all of which will assist the schools of America to produce present and future generations of readers capable of mastering the essentials of education, previously described, in to achieve the "full person" of whom the ancient Greeks spoke so positively.

RECOMMENDATIONS

In view of the general conclusions drawn from the data considered in this evaluation, the following recommendations regarding the ESAA Basic Reading Component for the Detroit Public Schools are made:

1. A project Evaluator must be appointed at the beginning of the year if a proper assessment of the program's progress is to be made. Appointing and evaluator late in May, as was done in 1978-1979 sets up many obstacles and difficulties

in appraising the work done during the year. Either have the evaluator work with the project and its personnel all year or have the Project Director and staff conduct the evaluation as is planned for the 1979-1980 school year as of this writing.

2. There must be more involvement of the administration at the local school level. At present, most of the responsibliity for the success or failure of the DORT program falls upon the Reading Specialists. It is conceivable that in the future the funding from Washington may be curtailed with local Detroit sources replacing any diminished monies. Thus, the Reading Specialists may be reduced or even disappear and the whole program will then fall back upon the local administrators. Therefore, they must be prepared for this possible eventuality and take a more active role <u>now</u> in the DORT program.

3. Since the program has proved to be successful, it would seem that additional local school Reading Specialists and Aides should be hired to assist local school classroom personnel in the administration of criterion reference instruments, in the analysis of results and the writing of prescriptions, in techniques of classroom management and the infusion of practical life skills.

4. ESAA Basic should continue to improve communication between the community and the school district through maximum feedback from the district-wide advisory committee.

5. The ESAA Basic program should continue to utilize daily infusion of reading skills in the content areas of English, social studies, science, and, in fact, in the entire curriculum regardless of area studied.

5. The role of the ESAA Basic Reading Specialists and Aides should become a permanent and integral part of the Detroit Public Schools.

6. The emphasis on Parent Training should be expanded to maximize the many and important effects that parents have upon their children's learning with respect to the home environment and the acquisition of skills.

7. Expansion of the community network design in order to foster even greater parent participation is recommended.

8. There should be a continued emphasis upon the part of all project personnel to continually encourage the classroom teachers to keep on doing what they are doing with the DORT program since obvious improvement is shown each year.

9. There appears to be a need for a more effective and uniform means of communication and reporting. A management design for improved implementation is needed. There should be a variety of well-defined roles, functions and administrative relationships established to further improve the entire program.

10. Serious attempts should be made to have each individual school in the project establish a properly furnished Resource Room equipped with telephone so that the multifarious aspects of the program carried on by Specialists and Aides may be more efficiently handled to the mutual benefit of all of the parties concerned.

11. The Home Curriculum Program should be expanded. It has achieved positive results and would benefit from further implementation of material, materiel, and personnel.

12. As the result of the survey results of 1900 classroom teachers as to the effectiveness of the DORT Homework and Television Series to students, these two aspects of the program should be reexamined and reevaluated.

13. It would be better if there were a long range commitment to funding upon the part of all segments involved on a regular, annual basis from ESAA funds rather than having to go the present route of refunding year-by-year.

CONCLUSION

A review of the data available strongly suggests that Detroit is making steady progress in improving the reading scores of its pupils as measured by the gains shown on the MEAP tests on a yearly basis overall. In addition, the results of the sample group utilizing pre- and posttest scores on test administrations in October of 1978 as contrasted with May of 1979 also show reading improvement.

It is as Detroit's General Superintendent of Schools Dr. Arthur Jefferson put it in an article in The Detroit Free Press for October 10, 1979, when he was asked to assess the meaning of the city's test results, he replied: "I am heartened by the fact that Detroit test scores rose slightly

between 1977 and 1978. We're not completely discouraged. We think we've reversed the decline and we're moving upwards."

Dr. Jefferson also said that increased financial support in the key to progress in the Detroit school system. While conceding that the city compares favorably with other districts in terms of dollars spent per pupil, he argued that Detroit needed special financial assistance because it must educate large numbers of students from low-income households.

Due to the fact that in many instances low-income households with limited financial resources are unable or unwilling to spend monies on reading materials for their children, the children must get most of their reading in the school situation. Therefore, it is most urgent that the DORT program which is achieving steady progress, be continued for the next several years.

The evaluator strongly recommends that the DORT reading program should be continued, strengthened, and improved in terms of some of the suggested recommendations so as to continue achievement of reading improvement in the Detroit Public School system. Funding levels should be increased to provide more of the types of services that have proved to be successful.

APPENDIX

Detroit Public Schools	ESAA - SURVEY OF HOME CURRICULUM ASSISTANTS MAY, 1979	Research and Evaluation Department

The purpose of this questionnaire is to obtain information about and reactions to your duties and responsibilities as Home Curriculum Assistant. In addition, your opinions regarding significant contributions, needs, and program recommendations are also sought.

School where employed: _____

Name of School Principal: _____

Region: _____ Specialist's Name: _____

Assistant's Name: _____

		Circle One	
1.	Have you as a Curriculum Assistant made home visits?	Yes	No
2.	Has a workshop for parents been conducted in school?	Yes	No
3.	Have parents in your school participated in Home Curriculum Workshops at the Region or in other locations?	Yes	No
4.	If no workshop has been held as yet in your school, are there plans for a parent training workshop before the end of the school year?	Yes	No
5.	Does your school have a Home Curriculum Parent Activity Room?	Yes	No
6.	Has a Community Network Design been developed for your school and shared with the community?	Yes	No
7.	Have and/or your Home Curriculum Specialist made community contacts other than home visits in your school area?	Yes	No

Survey Continued:

Circle One

8. If the answer to No. 7 is "Yes", please list such types of community contacts:

   a._____ c._____

   b._____ d._____

9. Has the Home Curriculum Program been discussed with your local school teaching staff? Yes No

10. Have you been used as a substitute in your building? Yes No

11. If the answer to No. 10 is "Yes", how often and when was the last time you were used as a substitute in your building? _____

    _____

12. Are you making home visits? Yes No

13. Are you working with the target children in DORT? Yes No

14. Are you required to work as a hall monitor Yes No

15. If "Yes", approximately how many minutes a day are monitoring?_____

16. Are you required to take lunch duty? Yes No

17. If "Yes", how many minutes per day?_____ Yes No

18. What do you feel are the most significant contributions of the Program?

    a._____

    b._____

    c._____

    d._____

    e._____

Survey Continued:

18. Most significant contributions continued.

f. _____

g. _____

19. What do you feel are the greatest needs for the Program?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

20. What are your recommendations for improving the Program?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

Survey Continued:

21. Feel free to add any additional comments regarding the Program.